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ABSTRACT

This handbook was developed to help teachers in Maine better understand and operate the state's migrant education programs. The document contains six sections describing state migrant education programs and services. In section A, "The Program Year," the following topics are included: program staff; program background and overview; policies and procedures; the Eastern Stream Center on Resources and Training; participation of private school students; school counselor and migrant students; in-service workshops; the first 10 days of school; home visits; and the teacher's schedule. In section B, "Program Basics," the following topics are addressed: teacher job descriptions; getting parents involved; parent consultation; local program objectives; state program objectives; and health program. Under section C, "Record-Keeping," the following topics are treated: records chart; storage of migrant documents; individual records; MSRTS (Migrant Student Record Transfer System) records; and program records. Section D, "Program Accountability," includes: overview of school visitations; monitoring procedures outline information, and a program review checklist; and testing and evaluation information. Section E, "Special Programs," contains materials on the following topics: the "Reading Is Fun" program; world health day; and harvest schools. Section F, "Resource Information," includes the materials on the following: school volunteer programs; Maine information exchange; and scholarships. The document includes many examples of school forms, applications, and resource materials pertaining to migrant education. (TES)

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MIGRANT EDUCATION TEACHER HANDBOOK

ED326337

RC017751

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(7/89)

Department of Educational and Cultural Services

U.S. DEPARTMENT OF EDUCATION

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Pamela Gatcomb

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Maine Migrant Education Teacher Handbook

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Section A

The Program Year

MAINE MIGRANT EDUCATION
DIVISION OF COMPENSATORY EDUCATION
PROGRAM STAFF

Donald K. Christie, Director

Pamela Gatcomb, Coordinator
- -Sub-grants
- -Supplies
- -Coordination with LEA administrators
- -RIF
- -Program Review Visitations
- -Program policies and guidelines
- -Teacher Handbook

Ruth Johnson, Consultant

-Program Review Visitations
-Testing Program
-Evaluation
-Needs Assessment
-Sustained Effects
-MSRTS Coordination

Betty Ring, Field Recruiter

-Recruitment of eligible migrant students in areas without migrant services
-Verification of all certificates of eligibility
-Identification and Recruitment Manual
-Recruiting Checklist
-Periodic Reports
-Termination Reports

Support Staff:

Jackie Godbout	- Office Manager
Carol Boynton	- Accountant
Toni Brann	- Lead Data Specialist
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Lorraine Cote	- Secretary
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Kay Bourret	- Secretary

Other Consultants:

Don Zambri, Chapter 1
Lois Whitcomb, Chapter 1

ADDRESS:

MAINE MIGRANT EDUCATION
317 State Street
State House Station #19
Augusta, Me. 04330

TELEPHONE:
(207) 289-5170
or
1-800-452-1909

MAINE MIGRANT EDUCATION

BACKGROUND AND OVERVIEW

Background

The Migrant Education Program is a federally funded program intended to provide supplementary educational services to children of migratory agricultural workers and migratory fishers. It operates as one of the four programs providing compensatory education, "under Chapter 1 of the Elementary and Secondary Education Act (ESEA) of 1988."

The Maine Department of Educational and Cultural Services (DECS) annually submits to the federal Department of Education an application for a Migrant Education Program grant. This application describes the type and scope of the program statewide. The total grant to DECS is dependent on the number of identified eligible migrant children ages 3 through 21 in the state.

Operation of the Migrant Education Program in Maine for a number of years has been through a sub-grant from DECS to MSAD #42, the responsible fiscal agent. Migrant program teachers have been hired through a central agency, with some participation by local superintendents, with employment compensation and benefits determined by the agency.

DECS as of October 1, 1985, began administering the Maine Migrant Education Program through a sub-contract process with local school units. School units now have direct control of Migrant projects in their own schools, under the supervision of DECS, to operate the program according to federal regulations and guidelines.

Overvie

Two publications have been developed to assist migrant teachers in operating local migrant programs. These publications should be used extensively during the year. If questions arise, however, please call the office on the toll-free number 1-800-452-1909. This toll-free number should be used by migrant teachers only. Remember the old saying, "No question is too small" or "No question is stupid". The two publications are:

TEACHER HANDBOOK
and
IDENTIFICATION AND RECRUITMENT MANUAL

ADMINISTRATIVE POLICIES AND PROCEDURES

Grant Awards, Sub-Grant Applications, Financial Reports

Outlined in the sub-grant between your school district and the Migrant office is the process for continuing migrant services next year. For renewal of migrant services, migrant teachers desiring to remain as full-time teachers need a minimum of 25 migrant eligible students of which 5 must be currently migrant listed on the May Monthly School Activity report. For half-time status, teachers must have a minimum of 15 students of which 3 must be currently migrant listed on the May Monthly School Activity report. The numbers shown on this report will determine the size of the migrant program within each school district. The sub-grant between each school district and the migrant office outlines the school(s) each teacher will serve; therefore, the May Monthly School Activity report should only list those students attending the school(s) listed in the sub-grant under that migrant teacher's name.

In February tentative grant awards will be sent to superintendents with copies of the sub-grant and financial reports to be completed by April 1 and June 1 respectively. If the number of students on the May Monthly School Activity report differs from the tentative grant award, the sub-grant will be returned.

Financial reports must be submitted before sub-grants can be processed. By June 1 a school district should be able to determine the exact amount of money needed to complete the project year and encumber those funds. It is necessary to return all unspent monies in order for all school districts to receive payments in September as funding for the Maine Migrant Program is not received until October 1.

Migrant Teachers

Beginning with school year 1986-87, all personnel working in local school units funded by the Migrant Education Program will be classified as classroom teachers and paid on the salary scale of each local school unit. Migrant program teachers are employees of local school units. Their salaries and benefits (health insurance, sick days, personal days, etc.) are determined locally, in the same manner as other local personnel.

Local Migrant teachers must be appropriately certified as elementary or secondary teachers by the Maine Department of Educational and Cultural Services depending on the target students. Employment of teacher aides and assistants will not be approved.

Local School Unit/Maine Migrant Office Relationship

The local school unit has direct supervision of migrant teachers, which means questions on schedules, duties, travel, supplies, teacher contracts and benefits, teacher salaries, etc. should be answered by the Local School Unit. Questions on the migrant program such as eligibility, recruiting, forms, RIF, testing, etc. will be answered by Maine Migrant Education staff.

STATE OF MAINE
Department of Educational and Cultural Services
Augusta ME 04333

MAINE MIGRANT PROJECT APPLICATION

Name of Unit _____ County _____
City, Town, SAD, or CSD

Address _____ Project No. _____

Name of Contact Person _____ Fiscal Year _____

Dates of Operation _____ to _____ Telephone No. _____

FOR STATE USE ONLY

_____ _____ _____ _____
Amount approved date # of Eligible Students Verified date

_____ _____
Authorized SEA Official Signature Signature of Migrant Recruiter

---

CERTIFICATION

The applicant hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of MIGRANT children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named above has authorized me, as its representative, to submit this application, and such action is recorded in the minutes of the agency's meeting held on

_____, 19 _____
(Date)

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT THE LEA WILL COMPLY WITH ALL ASSURANCES LISTED ON THE BACK OF THIS PAGE.

_____ _____
Superintendent's Signature date

RETURN ORIGINAL & TWO (2) COPIES TO:

MAINE MIGRANT EDUCATION
317 State Street
State House Station #19
Augusta, ME 04333

NO LATER THAN JULY 15, 1989

For Information Call:

Pamela A. Gatcomb
289-5170

EF-U-422M
(Revised 3/89)

ASSURANCES

In signing this application for a sub-grant of Migrant Education Program funds, the superintendent assures the Maine Department of Educational and Cultural Services as follows:

1. The control of funds provided under this sub-grant shall remain with the Maine Department of Educational and Cultural Services and shall be devoted to the uses and purposes of the Chapter 1 Migrant Education Program, ESEA, P.L. 100-297.

2. Title to equipment purchased through this sub-grant or loaned for project purposes shall remain with the Maine Department of Educational and Cultural Services.

3. The project will include an annual assessment of educational needs which permits selection of those children with the greatest need for special assistance and determines the needs of participating children with sufficient specificity to ensure concentration on those needs.

4. The project is of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served.

5. The project will be implemented in consultation with parents and teachers of the children being served. Within the first two weeks of school, teachers will visit each migrant student's home (called a home visit) and will discuss the items contained in the Maine Migrant Teacher Handbook under the subsection entitled home visits. The applicant will hold at least one PAC meeting to advise on the implementation of the project.

6. The Migrant Education staff funded under this sub-grant shall be responsible for the identification and recruitment of all eligible migrant students within the school district.

7. The project will be evaluated in terms of its effectiveness in achieving goals; evaluations will include objective measurements of educational achievement in basic skills and a determination of whether improved performance is sustained over a period of more than one year.

8. The project will make provision for eligible migrant children attending private elementary and secondary schools.

9. No child will receive project services until certified as eligible.

10. The project will be implemented in coordination with migrant programs and projects of other groups or agencies that provide services to migrants in the area.

11. The applicant will supplement, not supplant, regular non-federal funds.

12. The applicant will maintain its fiscal effort per student or its aggregate public education expenditures for the duration of the application period.

13. The project will be audited in accordance with State and Federal requirements.

14. Adequate documentation of project implementation will be maintained by the applicant and records kept for five years.

15. The project will be implemented in a manner consistent with applicable Federal and State law and regulations.

16. The applicant will refund to the State of Maine Department of Educational and Cultural Services any amounts found owing as the result of any audit or discovery of any fraud, collusion or illegal action, in accordance with applicable Federal and State law and regulations.

17. The applicant is in compliance with Title VI of the Civil Rights Act of 1964, Sec. 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and Age Discrimination Act of 1978.

This application is a request for employment of teacher(s) to serve eligible migrant students in the above-named school unit in the following schools. All LEA migrant personnel will be state certified teachers in compliance with state certification and placement laws, rules and regulations. Teachers certified in Physical Education only cannot teach in the Maine Migrant Education Program.

I. Project Information

School	Grades Served	Number of Eligible Students	Number of Proposed Teacher(s)

II. Determination of Grant Awards

Grant awards will be based solely on the number of eligible students a teacher is providing services to in mid-May. The number of students appearing on the School Activity Report form submitted to the Migrant Education Office in mid-May will be the basis for determining the following year's grant award according to the following formula:

25 eligible migrant students = 1 full-time teacher
15 eligible migrant students = 1 half-time teacher

The Hawkins Stafford Amendments of 1988, P.L. 100-197, state that "children who are currently migrant (ages 3-21 inclusive) shall be given priority in the consideration of programs and activities contained in applications submitted. . ."

The funding formula for school year 1989-90 will remain the same based solely upon the numbers of migrant students. However, the funding formula for school year 1990-91 must reflect the new legislation to serve currently migratory children first, or those who are in their first year of eligibility. Therefore, the formula will be as follows:

Full-time migrant teacher: minimum number of students is 25, of which 5 must be currently migrant.

Half-time migrant teacher: minimum number of students is 15, of which 3 must be currently migrant.

III. In-service Training

Project staff, in addition to on-going training during the school year, will be available for two days of in-service training. These days may include program development, review of state and national goals, a discussion of individual pupil needs, evaluation procedures, the Migrant Student Record Transfer system or mathematics and reading skill-building.

IV. Evaluation

Evaluation of student progress in the Migrant Education Program will be measured by pre- and post-testing, measurement of LEA goals and objectives, and measurement of state goals and objectives.

A. Pre- and Post-Testing

|_____| Fall/Spring Testing Cycle

|_____| Spring/Spring Testing Cycle

Reading..... _____
Name of Test Used (Pre and Post)

Math..... _____
Name of Test Used (Pre and Post)

B. Goals and Objectives

In addition to adhering to the state and national goals and objectives, the following specific measurable objectives have been developed for this project. These will be evaluated by the local migrant teacher in the Annual Report submitted at the end of the school year.

1. _____

_____

2. _____

_____

3. _____

_____

C. The Annual Report

The Annual Report includes three segments: demographics on program participation, pre- and post-test results, and a teacher survey that evaluates both local school unit goals and objectives and evaluates state goals and objectives. The report is sent to the State Migrant Education Office in Augusta in June of each year.

V. Health Information

Health information must be collected on all currently migrant students, those within the first year of eligibility of the program. The migrant teacher is responsible for updating health records as necessary. All health information is confidential and must be in a locked file cabinet. _____ _____
(name) (title)
will be responsible for holding health files on all migrant students.

VI. Supplies/Materials

Instructional supplies may be purchased with migrant funds only if listed below. The total should match the amount listed in the budget (item 600).

Supplies/Materials	Amount

VII. Budget

Regular Program	Salaries	Benefits	Retirement 20.70%	Purchased Services	Instructional Supplies (600)	Other	Total
220 Instructional Staff							
In-Service							
231 Audit Services							
300 Parent Advisory Committee							
Total							

VIII. Student Participation by Grade

Number of Eligible Migrants IN SCHOOL UNIT

Grade	Public	Private	Total
Grade K			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

Number of Eligible Migrants TO BE SERVED

Public	Private	Total

NAME OF UNIT: _____
(City, Town, SAD, or CSD)

IX. Migrant Education Staff Listing

Name of Teacher (1)	Certification			Social Security # (3)	Lead School (4)	Full-time Equivalent (5)	TOTAL SALARY (6)
	Number	Level (2)	Special Areas				

A-9

EASTERN STREAM CENTER ON RESOURCES AND TRAINING

Scope and purpose:

In response to an RFP from the U.S. Education Department, the New York State Education Department and the State University of New York at Oneonta have written and been awarded a contract to operate an east coast program development center. This center will provide technical assistance and training to state education departments, their regional and local districts, and parent advisory committees wherever migrant education programs exist within a 23-state consortium along the east coast.

The project is known as the Eastern Stream Center on Resources and Training (ESCORT). Its primary responsibilities are to provide training and to establish coordinated activities with the NASDME, the National Association of HEP and CAMP Directors, between and among State and local migrant education programs and projects, MSRTS, USDOE and other Federal programs in order to strengthen the capacity of SEAs and LEAs to meet the needs of the migrant population.

Statement of need:

The Eastern Stream is composed of twenty-three geographic entities (twenty-one states, the District of Columbia and the Commonwealth of Puerto Rico) which serve migrant children in different ways at different times of the year which relate to the mobility patterns of their parents. An increasing clientele and a decreasing financial base foster the need for improving the cost effectiveness of service delivery plans for migrant children. The center is committed to coordinating cost-effective, non-duplicative activities in the areas of training and staff development at state, local and parental levels.

Task commitments of the center:

1. Create and operate within a baseline management plan which includes input from a Center Advisory Committee and an Annual Stream Coordinating Workshop.

2. Negotiate agreements with each of the states to be served (Letter of Agreement).

3. Establish inter/intra state coordination activities which provide outreach, coordination, and awareness of Center Services for teachers, parents, project directors and program directors. A Center Advisory Committee will assist the Center in promoting and increasing awareness of the Center within the stream and will enhance coordination efforts among various components to serve the needs of migratory children and their families.

4. Develop a Service Delivery Plan which details technical assistance in the form of on-site visits to 40% of the Eastern Stream LEAs, consultation to each SEA, workshops within the stream, and additional training, advice and consultations on topics and issues germane to migrant education.

5. Provide a communications network which shall include a toll free telephone number and a calendar of events for the Eastern Stream.

6. Propose a technical assistance pool of consultants to deploy to those states which have completed Letters of Agreement with the Center.

Services:

1. Content areas for Center sponsored training and workshops:

The general content areas for ESCORT sponsored training and workshops are determined from discussions with SEA and LEA personnel. In addition, topics are proposed during negotiations for and amendments to the Letters of Agreement. As a result, later needs assessments and procedures conducted at state and local levels will identify new content areas.

Members of the Escort Advisory Committee and state directors in the 23 state Eastern Stream have reviewed the content areas and have periodically provided additional suggestions. General Content areas are as follows:

affective education
alternative education
bilingual education
career education
child abuse
computer education/technology
congruence/coordination
counseling
dropout prevention
early childhood education
effective schools
evaluation
health services
identification and recruitment
interstate coordination of instruction
language acquisition
math strategies
multi-cultural awareness
needs assessment
parent education/involvement
program management
promotion and retention
reading strategies
special education
staff development
teaching materials
tutorial approach
writing strategies

2. Material for training and workshops:

   Materials to be used in workshops, consultations and training will be developed and/or gathered by staff and approved consultants. In addition, copies of pertinent workshop agendas, materials and other handouts will be kept for each technical assistance session in order to be copied and distributed if requested.

3. Toll free telephone access to Center staff and resources.

4. Calendar reports and materials that are currently in the forefront of education.

CONTACT: Bob Levy, Project Director
607-432-0781 or 1-800-451-8058

PARTICIPATION OF PRIVATE SCHOOL STUDENTS

Each LEA must provide eligible resident students enrolled in private schools with a genuine opportunity for equitable participation in Migrant Education Programs. Opportunity for participation must be according to the "Priority of Need" and must be made available in consultation with private school officials.

The LEA must not use Migrant Education funds to benefit the private schools. Instead, services must supplement (add to) the normal level of services in those schools. Also, Migrant Education cannot meet the general needs of private school children, but must meet only their compensatory or additional educational needs. The management and control of Migrant Education funds and property used for private school students must remain with the LEA. The LEA must keep title to and exercise continuing administrative control of all such equipment and supplies. Equipment and supplies owned by the LEA may be placed in a private school for the period of time needed for the program. However, the LEA must ensure that the equipment and supplies:

* are used for Migrant Education; and
* cannot be removed from the private school without remodeling the private school facility.

The equipment and supplies must be removed when they are no longer needed for Migrant Education purposes or removal is necessary to avoid use for non-Migrant Education purposes.

No Migrant Education funds may be used for repairs, remodeling or construction of private school facilities.

Services to private school students must be provided by employees of the LEA or through contract between LEA and one or more persons, or an association, agency or corporation which is independent of the private school and of any religious organization. Employment or contract personnel must be under the supervision and control of the LEA.

An LEA may use Migrant Education funds to serve migrant eligible students in private schools in conformance with state and federal guidelines under Chapter 1.

THE SCHOOL COUNSELOR AND MIGRANT STUDENTS

Migrant students have unique problems. School counselors should be encouraged to establish a network of support programs that meet the unique need of migrant students as well as be aware of existing programs which track the migrant students. The American School Counselor Association (ASCA) encourages the chief school officers of each state to be increasingly aware of these problems. Because there is a large portion of the population that is mobile, these students often have limited opportunities to meet differing state and local requirements for promotion and graduation.

There needs to be greater sensitivity to these needs. Migrant students should be allowed increased flexibility in the variation of course titles and content and competency measures which can be transfered from state to state. Migrant students' transcripts need to be individually evaluated.

ASCA further encourages each State Department of Education and/or local school agency to aid migrant students in credit accumulation and in the credit transfer process.

IN-SERVICE WORKSHOPS

The Maine Migrant Education Program requires that all migrant teachers attend two in-service workshops each school year. The map below groups teachers by districts for the fall in-service workshops only. During the winter/spring, workshops will be held in conjunction with Chapter 1 teachers and administrators, of both Chapter 1 and Migrant education.

In-Service Workshop I

Fall In-Service Workshops will be held in October for all migrant teachers. Dates and locations will be announced on the yearly calendar and in the fall informational letter.

In-Service Workshop II

Spring In-Service Workshops will be held between the months of January and April with invitations sent to all K-8 migrant teachers by this office. Please register for workshop sessions with the school district sponsoring the workshop or you will not be allowed to attend. Please indicate on the registration form that you are a migrant teacher and that the registration fee will be paid by the Maine Migrant Office.

High School migrant teachers will be asked to attend a separate March/April In-Service Workshop.

Suggestions for workshop presentations are needed from teachers in order to continually provide quality workshops.

Maine Migrant Education
In-Service Training
Regions

FIRST TEN DAYS OF SCHOOL

During the first two weeks of the school year, please try to concentrate on identification and recruitment and home visits as your primary tasks. The Identification and Recruitment Manual and the Home Visit section of this handbook should be invaluable to you during this time. During the second week, begin establishing your schedule of classes. This two week period will be your only available time during the year to concentrate on recruiting. Please do not begin working with students until the third week of school. Many classroom teachers will appreciate having the first two weeks with few interruptions.

Recommended Schedule First Two Weeks:

First Day:

Copy and distribute survey forms to all students in all schools with return deadline of five days.

First Week:

Make home visits to students listed as migrant eligible in your schools.

Second Week:

1. Make home visits to all possible eligible students gleaned from Survey Forms.

2. Establish teaching schedule.

HOME VISITS

During the first two weeks of school, teachers will visit all homes of migrant students. The purpose of this home visit is to:

* get parent signatures on a new COE form

* get a parent signature on the Home Visit form

* obtain health data on all new eligible students

* explain the local program to parents

* explain their roles in developing and operating a local PAC

* discuss concerns of parents

* build rapport with migrant families

Each migrant family will be visited once by a migrant teacher. When there are two or more migrant teachers in the local educational unit, divide the list of migrant families. Be prepared to discuss the program for children at all grade levels and to share information about the children's needs with other migrant teachers who may actually be working with the students.

In talking with parents the possibility of a new qualifying activity should be discussed. Did the family travel to harvest or process blueberries, potatoes, broccoli, or apples? Did they travel to participate in a fishing, fish processing, or lumbering activity? If a new qualifying move date (LQM) is established, then a new residency date and school enrollment date are necessary.

If there is no change in the LQM, then Section III from the last COE is copied carefully onto the new COE form so that all dates are entered correctly. Ask parents about address changes and check for the race indicator. List all the children on the form. Make sure the parent understands and signs the form; you also sign the form and date it.

Beginning with 1989-90 school year, the Home Visit form will be a separate form rather than on the back of the COE. Note down the major points of your discussion with the family and check off any completed forms. Ask the parent to sign the Home Visit form and mail it to the State Migrant Office with your September Monthly Activity Report.

Another form which may be filled out during the home visit is the Health Data Entry Form, only for new eligible students or students with new LQM dates. Be thoroughly familiar with the explanation and definition of health terms before you meet with parents to solicit information. This form is due at the State Migrant Office immediately upon completion with the COE form and your monthly activity sheet for October. For details on completing this form, consult the section in this handbook on record-keeping and forms.

This home visit is your opportunity to enlist parent support of the migrant program. You may want to talk with parents about their preferences or ideas about PAC activities. Have some specific alternative to discuss with them. This could be specific to your migrant program or something of community interest. Or it could be something of family interest such as a pamphlet from the Extension Service.

By seeing the home situation, you will have a better understanding of the student you work with and a foundation for discussion of his or her concerns during the year.

NON-PARTICIPATING STUDENTS

If a parent does not wish his/her child(ren) to participate during the school year and does not sign the COE form, then the child(ren) is considered NON-PARTICIPATING STUDENT(S). If a parent does not wish his/her child(ren) to be a part of the migrant program, then the student(s) is a REFUSED STUDENT(S) and eligibility terminates immediately.

TEACHER SCHEDULING OF MIGRANT STUDENTS

Migrant teachers may provide tutorial assistance only to migrant eligible students whose parents have granted permission for such services by signing a COE at the last qualifying move. Parental permission must be obtained on all currently migrant students before a migrant teacher can provide services to a student. Migrant in-school services can be provided to eligible students enrolled in a K-12 educational unit and between the ages of 5 and 21.

Before a teacher begins to schedule migrant students appearing on the roster, please complete the Needs Assessment form listed in this handbook. This form will help you to decide which students to work with; a teacher must work first with students most in need. A teacher may want to consult each student's Educational Record in developing the Needs Assessment form. The Educational Record shows the student's level of performance and mastery in math and reading as well as the amount of time the previous teacher worked with the student in each subject area.

The goal of the Migrant Education Program is to improve the academic level of each student specifically in the areas of reading and math. Therefore, migrant teachers must try to schedule as much time in these two areas as possible. However, it is acceptable for a migrant teacher to work with a student in any academic area. Students receiving Chapter 1, Gifted and Talented, or Special Education services may not be considered as high a priority as the marginal student. (See later section entitled Permissible Services for Handicapped Children.) Enrichment activities should be educational in nature. Sometimes migrant students cannot function in a classroom setting because of family problems or emergencies and students need someone to talk to. It is permissible for migrant teachers to listen to these problems, but not to counsel students. Teachers may become advocates with school administrative personnel for such students in hopes of referring students to the appropriate person.

The amount of time spent in Migrant Education and Chapter 1 instruction combined cannot exceed 20% of the total time available for instruction. The regular classroom teacher maintains responsibility for the overall program of instruction. Migrant teachers work closely with regular classroom teachers so that a coordinated program of instruction is provided.

A basic principle of the Migrant Education law, consistent with Chapter 1 law, is that these federal funds are to be used as additional resources for a local educational agency, not to fund educational programs or services which have previously been funded at state or local expense or which are supposed to be provided as part of the regular program. According to the law, a local educational agency may only use Migrant funds--

> to supplement and increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs and projects funded under this program, and in no case may such funds be so used as to supplant such funds from such non-Federal sources.

Examples of Migrant Education Instructional Services That Meet the Supplement Requirement

A. Limited Pull-Out Project means students are removed from the regular classroom for a period of time and are provided Migrant Education instruction in small group settings. It is permissible to work with students on a one-to-one basis, but only in extreme circumstances. Migrant teachers need to schedule students in small groups to maximize the migrant teacher's time.

B. In-Class Project means students may receive Migrant Education instruction in the same classroom setting and at the same time in which they would receive regular instructional services if they were not participating in the migrant project. An in-class project meets program requirements if:

- -the project is particularly designed to meet the students' educational needs;
- -the regular classroom teacher(s) maintain(s) responsibility for the overall program of instruction for migrant students participating in the project.

C. Add-On Project means educational services are offered at times when regular program instruction is not provided, including before and after regular school hours, on weekends and during vacations.

Services Required By Law

A. Children with Limited Proficiency in English: Special instruction for children with limited proficiency in English is required by Title VI of the Civil Rights Act of 1964 and by the Commissioner's Course of Study rule (Chapter 127). Such instruction may include English as a Foreign Language and bilingual teaching techniques. Since these services are already required by law, they cannot be provided by placing these children in a Migrant project.

B. Permissible Services for Handicapped Children: In general, an LEA may not use Migrant funds to provide special education services that the LEA is required to provide to handicapped children under Federal or State law. An LEA, however, may use Migrant funds to provide services to handicapped children--without violating the supplement, not supplant requirement--if the Migrant services have all of the following characteristics:

-The LEA designs its Migrant project to address special needs resulting from educational needs, not needs relating to a child's handicapping condition.

-The LEA sets overall project objectives that do not distinguish between handicapped and non-handicapped participants.

-The LEA--

(a) through the use of uniform criteria, selects children for participation on the basis of educational need, not on the basis of handicap; and

(b) Selects as participating handicapped children only those who can reasonably be expected to make substantial progress toward accomplishing project objectives without the LEA substantially modifying the educational level of the subject matter.

-The LEA provides Migrant services at intensities taking into account the needs and abilities of individual participants, but without distinguishing generally between handicapped and non-handicapped participants with respect to the instruction provided.

Other Instructional Services

Other instructional duties such as the monitoring of study halls are not permissible with Migrant funds.

Non-Instructional Services

Non-instructional services are those which do not relate directly to instruction. Non-instructional duties such as bus duty, lunch room duty are permissible with Migrant funds if:

-Non-instructional duties do not exceed the lesser of a) 10% of the migrant person's total work time or b) the same proportion of total work time that non-migrant personnel spend on these duties.

If a migrant teacher is itinerant, then the Migrant Program suggests to school administrators that migrant teachers be exempt from non-instructional duties.

Substitution

Migrant teachers if absent are not allowed a substitute to replace them. Funds are not available to provide substitute teachers for absent migrant teachers. Further, migrant staff are not allowed to substitute for classroom staff.

Planning Periods

Full-time migrant teachers are allowed a minimum of two planning periods a week or whatever the school district allows. These periods include recess. Half-time teachers are allowed a minimum of one planning period a week, or whatever the school district allows. If a school district has a policy on the number of planning periods allowed, please use district policy.

For information on how to complete the Teacher Schedule, please see the Record-Keeping Section of the Teacher Handbook.

Section B

Program Basics

MIGRANT PROGRAM
TEACHER JOB DESCRIPTION

A Migrant teacher is a certified professional teacher employed to provide five supplemental education services to eligible migrant children. He or she is employed directly by the local school administrative unit and is subject to local decisions regarding contract and benefits of employments.

Teachers may work with students one-to-one but preferably in small group tutorials. Their objective is to assist students in the academic subjects in which they need help, supplementing the regular instruction of classroom teachers. Migrant teachers make yearly home-visits and also document the health needs of individual migrant children.

Migrant teachers have the following responsibilities:

TUTORING

1. Assess needs of all eligible migrant children.
2. Consult with classroom teachers to establish instructional goals and schedule for each migrant student.
3. Tutor eligible migrant students, supplementing classroom instruction.
4. Consult with regular classroom teacher each week to update program and need.
5. Implement a testing program for migrant students under Chapter 1 using Model A Guidelines.

RECRUITING

1. Obtain signed COE's for all new and former migrants.
2. Survey classrooms for potentially eligible migrant students during the first two weeks of school.
3. Recruit each week for new migrant children in school district.
4. Contact all people given as leads such as blueberry rakers, bee keepers, etc. and report results in writing to Migrant Education Office.
5. Submit recruitment plan to Migrant Education Office.

HOME/SCHOOL COORDINATION

1. Visit the homes of all migrant children in their LEA.
2. Provide guidance to parents on the "how to" of developing a local Parent Advisory Council and provide continual support to the council.

GETTING PARENTS INVOLVED

Parent Responsibilities and Local Parent Advisory Councils

While most of our migrant parents are very interested in their children, many of our staff report having at least some difficulties in involving parents in school activities. In some instances, work interferes with attendance at day-time programs. Other obstacles include preschool children, lack of transportation, etc. In some cases, the parent may feel uncomfortable because of clothing, the location, or previous negative experiences in their own school life. Sometimes the reason for non-attendance is simply that the parent forgot or was not made fully aware of the nature of the activity.

If the intent is to get parents involved and to increase their attendance at school and/or migrant activities, we need to take a close look at these reasons (or excuses) and think about ways to overcome them.

The following are suggestions that migrant staff might want to consider. Obviously, not all solutions will work for everybody in every situation. There may be ideas that can be adapted, modified, or used "as is" to improve YOUR parent involvement. If you have further suggestions, please notify your Migrant Education Office.

* Vary times for meetings, holding some in morning, some in afternoon, and some at night.
* Vary location for meeting. Sometimes the school environment is intimidating to parents.
* Notify parents of meeting dates well in advance.
* Send attention-getting reminders, such as an invitation or flyer.
* Provide entertainment or baby-sitting service for the pre-school children.
* Provide packet for parents that tells date, time, location, and topic for all meetings during the year.
* Award door prizes at meetings.
* Allow parents to participate, but do not intimidate.
* Recognize parents who have attended more than one meeting during the year.

John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF
EDUCATIONAL AND CULTURAL SERVICES
Telephone (207) 289-5800

Maine Migrant Education
317 State Street
Augusta, Maine 04330

Pamela A. Gatcomb
Coordinator of
Migrant Services

Dear Local Parent Advisory Council Members:

The Maine Migrant Education Program is administered by the Maine Department of Educational and Cultural Services (DECS) Maine Migrant Education Office in Augusta for the United States Department of Education (USDE) in Washington D.C. One of the federal laws states that local parent advisory councils be established to assist the local migrant teacher(s) in planning for and operating the local migrant program. At the state level, a statewide parents advisory council exists to assist my office - The Maine Migrant Education Office - to plan and operate the migrant program throughout Maine.

The Maine Migrant Education Program has local migrant programs in 60 school districts in the state. These local migrant programs hire approximately 110 teachers to work with K-12 students. About 3,500 migrant students receive migrant services and about 4,000 more have been identified but are not being served. Therefore, if families move in some school districts, migrant services are provided and in others they are not.

According to the sub-contract between your school district and DECS, the migrant teacher(s) has the responsibility of establishing and holding parent advisory council meeting(s). Before each meeting an agenda should be established and during the meeting minutes should be recorded. These two items should be in the migrant teachers file and need to made available when a school visitation occurs.

If you have any questions, please give me a call at 1-800-452-1909.

Sincerely,

Pamela Gatcomb, Coordinator
Maine Migrant Program

/llc:migrant handbook:sction-b

MIGRANT PAC PROGRAM

Needs Assessment
Sample Items

Under each section, select a topic you most want to learn more about. Place a "1" on the line. Then choose your second and mark with a "2". Continue to choose.

Personal: Parent or Child

- Self-esteem.
- Self care: appearance and hygiene (hair, nails, skin care,make-up, clothing and color selection).
- Disease: AIDS.
- Drug and alcohol abuse.

Parenting

- Your child' health.
- Making your food dollars count.
- Fitness for life: good eating and exercise habits.
- Keeping your child in school: facts about dropouts.
- Positive parenting.
- Ways to help your student learn at home.
- Fostering good study habits.
- Partners with the school in your child's education.

School

- Special education: who is served and how?
- Career and vocational education and vocational opportunities.
- JTPA (Job Training Partnership Act) and work study program opportunities.
- How to make the most of parent-teacher conferences.
- What is the school standardized testing program?
- What does your child's report card tell you?

Program

- Development and review of state plan.
- Needs assessment.
- Monitoring.
- Program offerings and possibilities (academic and support programs and enrichment activities).
- MSRTS: What it is and how it works.
- Make and take ideas.
- How to make the most of migrant staff home visits.

TEN HELPFUL HINTS FOR PARENTS FROM PARENTS

1. Be sure your children know you love them. Sometimes children constantly feel no one loves them.

2. Be on their side. All children want and need a parent's genuine approval but need limits for their behavior. Security stems from knowing you believe in them.

3. Enjoy living with your children. This may sound odd, but too often the strain of responsibility can prevent a parent from simply enjoying the growth of their children.

4. Share children's love with others. Some parents, anxious to be everything to their children, unconsciously crowd out others and don't want their children to love a grandmother, babysitter or teacher.

5. Remember all children are different.

6. Let them grow; don't push them. Don't be tempted to make them succeed in areas where you feel you have failed.

7. Help children to become independent.

8. Help your children feel useful and needed. They have the human urge to participate, to belong. Denied this, they feel rejected.

9. Be courteous to your children if you expect them to be courteous to you. Children like to imitate adults.

10. Expect children to make mistakes -- their part of learning. When teaching your children be patient and logical.

PARENT CONSULTATION

Program Consultation is the process by which parents and teachers participate in the design and implementation of programs, such as ranking of schools, type of programs (math, reading, language arts), different levels within a program (primary, intermediate, elementary, middle and secondary) for migrant students in identified areas.

1. In designing a migrant program, it would be appropriate for parents and teachers to participate in the following types of activities:

    * Developing and reviewing needs assessment information.

    * Developing and assisting in the identification of migrant students in the school unit.

    * Reviewing program options which show the best promise of success in meeting the needs identified.

    * Reviewing the resources, state and local, available for program activities.

    * Reviewing the consistency of the Chapter 1 program with local efforts.

    * Considering the program's size, scope, and quality, in achieving stated objectives.

2. Designing a Parent Advisory Council

    Formal "Parent Advisory Councils" (PAC's) must be established by each local migrant program following these guidelines:

    * Nomination and election of members with the majority of the members parents.

    * Election of at least one officer, --chairperson--and that name, address, and phone number sent to the Migrant Office in <u>October</u> of each year.

    * Migrant teachers may not be voting members but will participate as staff and clerical support.

    * Copies of both the agenda and minutes of each meeting should be on file.

    * Goals for each year should be developed, assessed at the end of the year and maintained in the migrant teachers' file.

* As home visits are deemed vital to the education of this special target population, the SEA will require only one PAC meeting to be held during the school year but local programs will be encouraged to hold as many PAC meetings as they need to complete the task.

* Major responsibilities of each local PAC will be to provide advice on the planning, operating, and evaluating of local migrant programs.

3. Consultation with parents and teachers could also include such activities as:

* Decision-sharing, through recommendations prior to submission of an application for state approval.

* Participating in program activities such as: World Health Day, School Volunteer Program, and Reading is Fundamental (RIF).

* Periodic exchanging of information about their children and the program.

* Opportunities for migrant and classroom teachers to coordinate their efforts to maximum daily reinforcement of selected objectives.

* Confering with parents to give helpful suggestions and activities to add to the skill remediation process for his/her child.

* Commenting on program modification, after the program has been approved by the Migrant Office.

* Demonstrating of coordination among migrant staff, regular teachers, resource teachers, and other appropriate personnel.

* Discussing the Statewide PAC, called the Maine Migrant Advisory Council. It has suggested objectives that local PAC's can accomplish:

a. Parents can participate in the migrant program as a school volunteer.
b. Parents can assist with either the World Health Day or RIF dissemination.
c. Parents can recruit new migrant families.
d. Parents can raise funds for a swim program or other programs or activities parents feel are beneficial.
e. Parents can help publicize the program.
f. Parents can assist in the planning and evaluation of each local migrant project as well as make recommendations on the currently operating program.

g. Parents can express their concerns in terms of curriculum content: is it meeting the educational needs of migrant children from their perspective?

h. Parents can nominate parents for membership on the Maine Migrant Advisory Council.

* Convening an annual public meeting of parents, teachers, and all others concerned with migrant education.

4. Migrant teachers must make home visits to all homes of migrant students during the first two weeks of school.

* Visits to homes of new migrant students are encouraged during the school year.

* Parental consent to work with a child during the school year must be obtained as well as other pertinent information.

* Participation in a current qualifying activity needs to be discussed.

* Inquiry should be made on other children/families who may qualify for the program.

* Explanation of the local program to parents is necessary.

* The Parent Advisory Council needs to be discussed.

* The goal of the visit is to:

a. glean some valuable information from parents and the home situation that will assist teacher in educating the migrant student during the school year, and

b. develop a rapport with each family.

QUESTIONS FOR PARENTS TO CONSIDER ABOUT PARENT/TEACHER CONFERENCES

Preparation:

1. How often does my child's school schedule parent/teacher conferences? When? What is the limit for each conference?

2. Do I feel comfortable requesting additional conferences?

3. Does my child's teacher notify me immediately if there is a problem in school?

4. Have I asked my child if there is anything he or she wants me to discuss with the teacher?

5. Have I made a list of questions I want to ask?

6. Have I reviewed my child's work to get some idea of what is being done in school?

Questions to Consider Asking:

1. Is my child doing as well as he or she should in school?

2. Is my child working up to his or her ability?

3. Is my child performing at, above, or below grade level in reading and mathematics?

4. Do you group children for reading and math? If so, what group is my child in? How are children selected for each group?

5. What are my child's strengths and weaknesses in major subject areas?

6. What tests will my child take this year: What is the purpose of the tests? How will the tests be used?

7. Does my child need special help in any subject? Is such help available?

8. What will my child be learning this year in math? In reading?

9. Is there an individualized educational plan for my child?

10. How can I participate in developing the individualized plan? How can I support my child's instructional plan at home?

11. Are there regular homework assignments?

12. What schedule does my child have during the school day?

13. Does my child get along with other children?

14. Does my child respect the rights and property of others?

15. Does my child show any behavior, such as squinting, being tired or irritable, that may be signs of medical or emotional problem?

16. What are the discipline procedures in the classroom?

17. Are there any discipline problems with my child?

Reviewing the Conference:

1. Did the teacher listen to my comments? Was he or she unhurried and friendly?

2. Were all my questions answered?

3. Did the teacher seem interested in my child and familiar with his or her work?

4. Did the teacher seek my help in identifying the needs of my child or overcoming weaknesses?

5. Did I praise my child in some way?

6. Did the teacher and I agree on specific ways to help my child?

7. Do I understand what I can do at home to help?

8. Do I need to schedule another conference?

B-10

Reading Do I . . .	Superior	Excellent	Needs To Improve
1. read to my child?			
2. let my child see me read?			
3. encourage my child to read to me?			
4. visit the library with my child?			
5. provide books in my home?			
6. subscribe to a newspaper?			
7. teach my child to take care of books? books?			
8. buy books for my child?			
9. know when my child has reading problems?			
10. provide a relaxed atmosphere for reading?			
Math Do I . . .			
1. encourage my child in math?			
2. understand the schools' math program?			
3. know how my child is performing?			
4. provide math opportunities in the home?			
5. feel comfortable with math?			
6. provide math games?			
7. let me child help me shop?			
8. give my child the opportunities to solve problems?			
9. let my child explain homework?			
10. attend math workshops?			

Parent's Name _____

School _____

Date _____

A

REPORT CARD

for

PARENTS

DIRECTIONS: This form is to be used to determine in you qualify for promotion as a responsible parent through self-appraisal. Place a check (✓) in the space to the right of the sub-item which most adequately describes your behavior.

PARENT INVOLVEMENT

Do I . . .	Superior	Excellent	Needs To Improve
attend parent meetings?			
know the purpose of the P.A.C.?			
participate as a member of the PAC?			
volunteer my services in the classroom?			
read newsletters from school?			
help plan the school program?			
help to carry out the program?			
help review the school program?			
demonstrate a commitment to the school?			
share all responsibility for my child's education?			

GENERAL

Do I . . .			
send my child to school on a regular basis?			
send my child to bed at a reasonable hour?			
send my child to school on time?			
let the teacher know I am interested?			
express a positive attitude toward school?			
visit my child's school?			
know my child's teacher?			
contact my child's teacher on a regular basis to find out how he/she is progressing?			
follow through on homework assignments?			

AFFECTIVE

Do I . . .	Superior	Excellent	Needs To Improve
smile often?			
praise my child?			
avoid comparison with other children?			
teach my child responsibility?			
encourage my child to try new things?			
send my child to school in a happy mood?			
send my child to school neat and clean?			
hug my child?			
demonstrate patience?			
make my child feel important?			

ACADEMIC

Language Do I . . .			
listen to my child?			
show an interest in what my child tells me?			
answer questions?			
talk to my child?			
respond to my child in complete sentences?			
make statements which will generate conversation?			
discuss with my child what he sees on TV?			
expose my child to many varied experiences?			
encourage my child to write?			

MAINE MIGRANT EDUCATION
LOCAL PROGRAM OBJECTIVES

Instructional Objectives:

1. Provide early school experiences appropriate to the migrant child's maturity to facilitate school adjustment.
2. Provide programs to improve academic skills.
3. Provide opportunity for development of communication skills.
4. Provide activities to increase social growth, positive self-image and group interaction skills of the migrant student.

General Objectives:

1. Identify all migrant children who are eligible for the program.
2. Promote positive attitudes toward school, education, and life in general.
3. Develop receptiveness, understanding and awareness in school personnel that promotes the self-image of the child.
4. Motivate the migrant student to continue his or her education and to aspire to a higher educational, occupational level.
5. Promote awareness of health and safety with migrant students and their families.
6. Improve the physical and nutritional health of each migrant child.
7. Promote parent involvement and parent decision-making in relation to the migrant child's school activities.
8. Enrich the cultural background of each migrant student.
9. Develop a sense of belonging in the local community.

Support Services

1. Visit every migrant family home during the first two weeks of school.
2. Document health needs and health history of all eligible migrant children.
3. Maintain individual student records and program records.
4. Develop and sustain a Parent Advisory Council.
5. Confer with parents at home and at school.
6. Complete and submit all required reports on migrant students in a timely manner.

7. Maintain and inventory Migrant-owned teaching materials and equipment.

8. Participate in all in-service training, as required by the Maine Migrant Program staff.

9. Maintain teacher certification.

10. Perform non-instructional duties assigned by school. These shall not exceed the lesser of:
    a) 10% of the migrant teacher's total work time, or
    b) the same proportion of total work time that non-migrant personnel spend performing these duties.

Grading a migrant student in a particular subject area is not the responsibility of the Migrant project teacher. Instead, he or she may offer input to the classroom teacher for an assessment of the child's skills, achievements, and needs. However, it is the responsibility of the migrant teacher to document the progress of each student on a periodic basis.

Migrant teachers may give assistance on any field trips which include migrant students, but only if a majority of the migrant teacher's case load is participating. Migrant teachers may also be assigned supervisory duties normally associated with teaching positions. (e.g., lunch room, playground, etc.) if performed by other teachers. (See item 10 under Support Services). Migrant teachers may not be used to substitute in regular classrooms.

* MAINE MIGRANT EDUCATION PROGRAM 89-92 *
STATE GOALS AND OBJECTIVES

STATEMENT OF NEED AND OBJECTIVES RELATED TO IDENTIFIED NEEDS

PRIORITY

1.0 Need: Student acquisition of skills with improvement in reading, language arts, and mathematics.

Objectives:

1.1 By June 1990, at least 50% of all migrant students being served will have made NCE gains commensurate with Chapter 1 students of their age and grade placement in reading and mathematics.

1.2 By June 1990, each local migrant teacher will have established and be operating a lending library in each migrant classroom or in a traveling case.

1.3 By June 1991, at least 51% of all migrant students in LEA's operating migrant projects will have made NCE gains commensurate with Chapter 1 students of their age and grade placement in reading and mathematics.

1.4 By June 1992, at least 52% of all migrant students in LEA's operating migrant projects will have made NCE gains commensurate with Chapter 1 students of their age and grade placement in reading and mathematics.

1.5 By June 1992, free books will have been provided annually to all of Maine's migrant students in LEA migrant projects and to all currently migratory students in Maine.

PRIORITY II

2.0 Need: Identification, location and enrollment of eligible students in an educational program.

Objectives:

2.1 By June 1990, a minimum of 7600 migrant students will have been identified.

2.2 By June 1991, a minimum of 7700 migrant students will have been identified.

2.3 By June 1992, a minimum of 7800 migrant students will have been identified.

PRIORITY III.

3.0 Need: Instructional personnel and migrant education staff awareness of special student needs and development of skills to meet those needs.

Objectives:

3.1 By June 1991, all migrant teachers will have had an opportunity to participate in two in-service workshops per year and have been reviewed bi-ennially.

3.2 By June 1990, all migrant teachers will have developed Maine Migrant Individualized Education Plans (IEP's) on all migrant students.

3.3 By June 1991, all pre-school age migrant children who are located in school units that offer migrant services will have received home based instruction twice a year.

3.4 By June 1991, all migrant students will have received some services from the Maine Migrant Program.

3.5 By June 1990, each migrant teacher will have received information on computers used in the classroom.

3.6 By June 1991, 25% of all migrant teachers will be utilizing computers to provide instruction to migrant students.

PRIORITY IV

4.0 Need: For parents and members of Migrant Parent Advisory Councils (PAC's) to become skilled in making decisions and recommendations regarding educational programs for their children.

Objectives:

4.1 By June 1990, all local migrant projects will be operating Parent Advisory Councils.

4.2 By June 1992, all local migrant teachers and local PAC representatives will have been provided technical assistance in the development and implementation of successful activities if local PAC's requested.

4.3 By June 1992, twelve parents will be trained in the "Parents as Trainers" Program and will be giving presentations to other local PAC's.

PRIORITY V

5.0 Need: For migrant students to increase their awareness of health and to identify individual health problems.

Objectives:

5.1 By June 1990, health information will have been collected on all newly determined migrant students in participating LEA's.

5.2 By June 1991, all migrant teachers will have developed activities for World Health Day Programs.

PRIORITY VI

6.0 Need: For an evaluation report that assesses the progress of the child and the progress of the LEA.

Objectives:

6.1 By June 1990, the annual evaluation instrument that assesses the students, the local PAC, the identification and recruitment effort, NCE test scores, support services provided, and LEA record-keeping will have been reviewed for amendment.

PRIORITY VII

7.0 Need: For the provision of harvest schools and other migrant services for currently migrant students.

Objective:

7.1 By June 1990, children of currently migrant families participating in the broccoli and blueberry harvest schools will be participating in and offered educational, social, cultural and physical education services.

PRIORITY VIII

8.0 Need: For participation in the Uniform Migrant Student Record Transfer System.

Objective:

8.1 By June 1990, 90% of all educational and health records generated from each local project will be accurate as measured by the feedback data review from the MSRTS National Bank.

PRIORITY IX

9.0 Need: For development of a computerized system to provide statistical data for use on the evaluation.

Objective:

9.1 By June 1991, the State Migrant Unit will have computerized its statistical and evaluation data.

HEALTH PROGRAM

The Maine Migrant Education Program does not have funding for direct Health Services to migrant families. However, one of the objectives of the Migrant Program is to identify health needs in migrant children and increase health awareness.

HEALTH NEEDS IDENTIFICATION

The survey and identification of health needs is accomplished by the Migrant teacher through the home visit; the information generated is documented on each student's MSRTS Health Record which is held in the local school district by designated persons, usually the school nurse or Migrant teacher.

Much of the information on the health record is confidential in nature. It cannot be released to unauthorized persons within the school, nor can it be shared with medical or service persons outside the school without the permission of the parent. Supportive activity on the part of the Migrant teacher may include:

* consulting with the school nurse on health problems
* knowing local health service resources
  Example: community health clinics, pediatric van, etc.
* knowing service organization resources
  Example: Lions Club, eyeglasses: Salvation Army, clothes
* providing information to the family
* helping the family apply for services

Consulting With the School Nurse

If health problems are identified, or suspected but not identified, this should be communicated to the school nurse. She will know what channels to pursue for follow-up. It may be that the school hurse and Migrant teacher will agree that, because of the rapport already established, the best person to approach the family is the Migrant teacher. In that case, the teacher can contact the family to encourage follow-up.

Consulting With the Migrant Student Record Transfer System

Health professionals on staff at MSRTS Little Rock can be of assistance to migrant teachers in identifying documenting, and interpreting health needs of migrant students.

Brenda Green is available at 1-800-643-8258 to answer questions relating to health needs. They can be of particular assistance in coding health conditions or problems for entry on health records.

HEALTH INFORMATION RESOURCES

In order to increase health awareness for migrant students and families, the migrant teacher needs to make use of available health resources. Information on health issues can be obtained from many sources within the state. Much of the information is free. Here are two such sources.

Maine Dairy and Nutrition Council

Educational materials are available from pre-school to adult level. These include posters, booklets, curriculum packages, and film rentals. Order blanks are available by writing to the Maine Dairy and Nutrition Council, State House Station #97, Augusta, ME, 04333-0097.

Office of Dental Health

This office of the Maine Department of Human Services provides materials, including curriculum guides, posters and brochures, under the School Dental Health Education Program. Write or call for an order blank = Office of Dental Health, State House Station #11, Augusta, ME, 04333 (207-289-2361)

Promotional materials are available from many special interest groups. Such materials are often found in offices of local clinics or physicians. The school nurse or public health nurse usually has such materials available. Once you find such materials, inquire further to the sponsoring agency listed on the brochure for greater quantity or other materials available.

In offering such materials to students, the migrant teacher does need to be aware of bias involved. Without supporting any particular special interest group, a variety of materials can effectively present both fact and opinion on a wide range of health issues.

Maine Coastal Wellness Conference

The Department of Educational and Cultural Services annually sponsors a conference "dedicated to learning about healthful lifestyles and the latest developments in health education." Inquire of your school administration whether your school unit will be participating this year. Participants are part of a team representing a school unit. Teams include teachers, administrators, food service personnel, school nurses, guidance counselors, support staff, school board members, and community members. If your school is sending a team you may want to be a participant. This last spring the school units participating included seven with migrant programs: SAD 54 (Skowhegan, Union 51 (Windsor), SAD 75 (Topsham), SAD 40 (Waldoboro), SAD 57 (Waterboro), Caswell Elementary School, and Caribou.

Health Handbook

The Department of Human Services and Department of Educational and Cultural Services jointly have issued a Health Handbook for use by school personnel. This handbook includes State and Federal legislation pertaining to school health issues. We have excerpted some information from this handbook and included it at the end of this section. The information includes commentary and guidelines on: abuse, and neglect of children, first aid in the school, immunization of school children, physical examinations and screening, privacy rights.

HEALTH SERVICE RESOURCES

The following provide health services to families in local communities.

Indian Health Programs

There is a full range of free services available to all who qualify under the Indian Health Program. The three (3) Health Clinics serving Native Americans are listed here. In Aroostook County there is a contact at Houlton for Maliseet families to obtain medical services.

Carol Nickerson Tel. 532-9442
Houlton Band of Maliseets
17 Quartz Street
Houlton, ME 04730

PASSAMAQUODDY COMMUNITY
HEALTH SERVICES
Tel. 796-2301
Serving all Native Americans
in Washington County and
Aroostook County

PENOBSCOT INDIAN HEALTH CENTER
Tel. 827-6101
Serving Penobscot Indians
of Penobscot County and
Western Aroostook County

PLEASANT POINT HEALTH CENTER
Tel. 853-2511
Serving all Native Americans
in Southern and Washington
County

Community Health Centers

The Community Health Centers in Maine are coordinated under the Ambulatory Care Coalition of Augusta. These Centers receive federal funding from the same source as the Migrant Health Centers. This year, the Ambulatory Care Coalition is networking with us to provide services where possible for migrant families. A list of these Health Centers appears in this section of the Handbook. The communities with asterisks are where the health center is actually located. The other communities are their primary service areas. Phone numbers are included.

All of the Community Health Centers in Maine take patients who are on Medicaid and all have sliding fee scales. They all provide Medical Care. In addition many provide other services. The total range of services which may be available includes:

Medical Care
Dental Care
Substance Abuse Programs
Mental Health Care
Nutrition Counseling
Adolescent Pregnancy Program
WIC Program
Laboratory Services

Each Center is locally administered and separately funded, so the range of services is dependent on the local situation. In general, these Centers are oriented to family care, with a strong emphasis on promoting "wellness".

MAINE AMBULATORY CARE COALITION
11 Parkwood Drive
Augusta, Maine 04330
Telephone: 622-7566

SERVICE AREAS

AROOSTOOK VALLEY HEALTH CENTER
Tel. 435-6341
*Ashland
Garfield
Masardis
Nashville
Oxbow
Portage Lake

ARTHUR JEWELL COMMUNITY HEALTH CENTER
Tel. 722-3488
*Brooks
Dixmont
Jackson
Knox
Monroe
Morrill
Thorndike
Troy
Waldo

BELGRADE REGIONAL HEALTH CENTER
Tel. 495-3323
*Belgrade
Mt. Vernon
Rome
Smithfield

SERVICE AREAS

BINGHAM AREA HEALTH CENTER
Tel. 672-4808
*Bingham
Caratunk
Moscow
Solon
The Forks
West Forks

BUCKSPORT REGIONAL HEALTH CENTER
Tel. 469-7371
*Bucksport
Frankfort
Orland
Orrington
Penobscot
Prospect
Stockton Springs
Verona

D.F.D. RUSSELL MEDICAL CENTER
Tel. 524-3501
Buckfield
Canton
Greene
*Leeds
Monmouth
Turner
Wayne

SERVICE AREAS

BETHEL AREA HEALTH CENTER
Tel. 824-2193

Andover
*Bethel
Gilead
Greenwood
Hanover
Newry
Upton
Woodstock

EAST GRAND HEALTH CENTER
Tel. 448-2347

Bancroft
*Danforth
Drew Plantation
Glenwood Plantation
Haynesville
Orient
Prentiss Plantation
Reed Plantation
Topsfield
Weston

EASTPORT HEALTH CARE
Tel. 853-6001

Charlotte
*Eastport
Pembroke
Perry
Pleasant Point
Robbinson

FRANKLIN FAMILY HEALTH CENTER
Tel. 778-9897

Avon
Chesterville
*Farmington
Industry
New Sharon
New Vineyard
Strong
Temple
Wilton
Vienna

HARRINGTON FAMILY HEALTH CENTER
Tel. 483-4502

Addison
Beddington
Cherryfield
Columbia
Columbia Falls
Deblois
*Harrington
Milbridge
Steuben

SERVICE AREAS

EAGLE LAKE HEALTH CENTER
Tel. 444-5973

*Eagle Lake
Wallagrass
Winterville

KATAHDIN VALLEY HEALTH CENTER
Tel. 582-2285

Benedicta
Crystal
Hersey
Island Falls
Moro Plantation
Mt. Chase
*Patten
Sherman
Staceyville

KINGFIELD AREA HEALTH CENTER
Tel.265-4555

Carrabassett Valley
East Central Franklin
*Kingfield
Northwest Somer(U)
Phillips
Wyman

LOVEJOY HEALTH CENTER
Tel. 437-9388

*Albion
China
Freedom
Palermo
Thorndike
Troy
Unity
Vassalboro

MADISON AREA HEALTH CENTER
Tel. 696-3992

Anson
*Madison
Starks

SERVICE AREAS

ISLANDS COMMUNITY MEDICAL CENTER
Tel. 863-4341
Matinicus
North Haven
*Vinalhaven

REGIONAL MEDICAL CENTER AT LUBEC
Tel. 733-5541
Cutler
Dennysville
*Lubec
Whiting

RICHMOND AREA HEALTH CENTER
Tel. 737-4359
Bowdoinham
Dresden
Litchfield
*Richmond
South Gardiner

SACOPEE VALLEY
Tel. 625-8126
Baldwin
Cornish
Hiram
Limerick
Limington
Parsonfield
*Porter

SCOTT-WEBB MEDICAL CENTER
Tel. 938-4431
Athens
Harmony
*Hartland
Pittsfield
St. Albans

SHEEPSCOT VALLEY
Tel. 549-7581
*Coopers Mills
Jefferson
Somerville
Washington
Whitefield
Windsor

ST. FRANCIS HEALTH CENTER
Tel. 398-3183
Allagash
St. John
*St. Francis

Excerpts from Health Handbook
Prepared jointly by
Department of Human Services
Department of Educational
and Cultural Services

ABUSE, AND NEGLECT OF CHILDREN: GUIDELINES

A number of laws are intended to protect the children of Maine from mistreatment by adults. These may be found in both the civil and criminal statutes and are summarized and excerpted in this section.

Child and Family Services and Child Protection Act:

The Child and Family Services and Child Protection Act (Title 22, secs. 4001 - 4071) establishes a process for protecting children against physical and sexual abuse by persons responsible for their care(parental figures). The Maine Department of Human Services (DHS) is given authority and responsibility to remove children from their families if there is evidence of child abuse or neglect. School personnel play a part in this effort because they are required by the law to report "reasonable suspicion" of child abuse or neglect.

Employees of schools and other institutions are required to make such reports to the head of the school or institution or another designated person. They may also report directly to DHS. Failure to make such reports subjects the person to prosecution and a fine.

Reports of suspected child abuse or neglect are not public records. They remain confidential although DHS may, in its discretion, reveal the identity of the reporter to the accused or suspected person. It is DHS policy not to identify the reporter without the reporter's permission.

For several years the departments of Human Services and Educational and Cultural Services have cooperated to encourage schools to adopt child abuse policies for the guidance of school personnel. These take the form of unilateral policies or cooperative agreements between the schools and DHS. A pilot project has been implemented in the Lisbon school system for several years; school personnel there may be contacted for suggestions.

Excerpts from the Child and Family Protection Act are included in this chapter.

Criminal laws:

Abuse or neglect of children by "a person responsible for the child" falls within the Child and Family Services and Child Protection Act and must be reported to DHS. (Mistreatment by parents and others may also come within the criminal laws.) Recent legislation now requires that suspected mistreatment of children by persons outside the family setting (i.e., "not responsible for the child") be reported directly to the appropriate District Attorney's office. Therefore, when a teacher or other school employee has reason to suspect that a child is being physically or sexually mistreated by non-parental persons, reports must be made to the District Attorney for investigation and possible criminal prosecution.

Physical abuse of children by school employees is also conduct which is subject to criminal prosecution. (See corporal punishment)

School employees suspected of abuse:

A difficult situation arises when a school employee is suspected of abusing, molesting, or exploiting a child. It is also a crime for a teacher or other similar person to engage in a sexual act with a child or assault a child (Title 17-A, secs. 254, 255) and certainly would be grounds for dismissal of the employee. Since DHS interprets a "person responsible for the child" to include teachers and school personnel, reports of such allegations should be made to DHS. To be safe from a charge of failure to report, a similar report should also be filed with the District Attorney.

School superintendents must handle the difficult issues relating to continued employment of an accused employee. Before any local action is taken, the school board's attorney should be consulted. Teachers and others with expectations of continued employment (i.e., in the middle of a contract or under a bargaining agreement with a "just cause" clause) are entitled to due process before dismissal, a procedure which requires the opportunity for a full hearing before the board on the charges. If a criminal investigation is underway, there may be an opportunity for coordination and cooperation with police and the district attorney in determining whether there is sufficient evidence of misconduct. Even where criminal prosecution or conviction does not take place, a school employee may be found to have engaged in misconduct sufficient for dismissal or nonrenewal proceedings. When an employee is accused of such serious misconduct, it may be useful to suspend him/her with pay, pending investigation. Such a suspension does not presume guilt or innocence, but allows a proper investigation to get underway while protecting the livelihood of the employee and protecting the school unit from litigation or contract grievance until final action is taken by the school and/or the District Attorney.

In addition, certified employees may lose their certification if they have engaged in physical or sexual abuse of children (Title 20-A, sec. 13001, 13011). Evidence of such misconduct should be forwarded to the Commissioner of Educational and Cultural Services.

Corporal punishment:

Since recodification of the Maine Criminal Code in the mid-1970's, school personnel no longer have the unilateral right to use corporal punishment to discipline students. (Title 17-A, sec. 106) The law appears to allow corporal punishment where parents have specifically requested and delegated such authority to school personnel. Even where so requested, no corporal punishment should be administered in any school without a clear written delegation in a form acceptable to the school attorney. As a matter of general policy, it is recommended that school boards and superintendents reject all such delegations of authority from parents.

Teachers and others may use reasonable force against misbehaving pupils where this is reasonably believed necessary to remove the offender from the scene or to control the child's "disturbing behavior. . . ." (Title 20-A, sec. 4009) Use of reasonable force is not corporal punishment or criminal assault.

Sexual harassment:

The Maine Human Rights Act prohibits "unlawful educational discrimination," defined as unequal treatment of students by school personnel on the basis of sex. This is further defined to include, specifically, any practice of "sexual harassment:" unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature toward a student.

CHECKLIST OF PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
PHYSICAL ABUSE	___ Unexplained bruises and welts	___ Feels deserving of punishment
	___ on face, lips, mouth	___ Wary of adult contact
	___ torso, back, buttocks, thighs	___ Apprehensive when other children cry
	___ in various stages of healing	___ Behavioral extremes
	___ clustered, forming rectangular patterns, reflecting shape of article used to inflict (electric cord, belt buckle)	___ aggressiveness, or ___ withdrawal
	___ on several different surface areas	___ Frightened of parents
	___ regularly appear after absence, weekend of vacation	___ Afraid to go home ___ Reports injury by parents
	___ Unexplained burns	___ Vacant or frozen stare
	___ cigar, cigarette burns, especially on soles, palms back, or buttocks	___ Lies very still while surveying surroundings (infant)
	___ immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia)	___ Responds to questions in monosyllables
	___ patterns like electric burner, iron, etc.	___ Inappropriate or precocious maturity
	___ rope burns on arms, legs neck or torso	___ Munipulative behavior to get attention
	___ infected burns, indicating delay in seeking treatment	___ Capable of only superficial relationships
		___ Indiscriminately seeks affection

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
PHYSICAL ABUSE (cont'd)	___ Unexplained fractures/dislocations	___ Poor self-concept
	___ to skull, nose, facial structure	___ Other _____
	___ in various stages of healing	
	___ multiple or spiral fractures	
	___ Unexplained lacerations or abrasions	
	___ to mouth, lips, gums, eyes	
	___ to external genitalis	
	___ in various stages of healing	
	___ Bald patches on the scalp	
	___ Other _____	
PHYSICAL NEGLECT	___ Underweight, poor growth pattern; e.g., small in stature, failure to thrive	___ Begging or stealing food
	___ Consistent hunger, poor hygiene, inappropriate dress	___ Extended stays at school (early arrival and late departure)
	___ Consistent lack of supervision especially in dangerous activities or for long periods	___ Rare attendance at school
	___ Wasting of subcutaneous tissue	___ Constant fatigue, listlessness or falling asleep in class
	___ Unattended physical problems or medical needs	___ Delayed speech
	___ Abandonment	___ Inappropriate seeking of affection
		___ Doesn't change expression
		___ Assuming adult responsibilities and concerns

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
PHYSICAL NEGLECT (cont'd)	___ Abdominal distention	___ Alcohol or drug abuse
	___ Bald patches on the scalp	___ Talks in a whisper or whine
	___ Other _____	___ Delinquency (e.g., thefts)
		___ States there is no caretaker
		___ Other _____
SEXUAL ABUSE	___ Difficulty in walking or sitting	___ Unwilling to change for gym or participate in physical education class
	___ Torn, stained, or bloody underclothing	___ Withdrawal, fantasy, or infantile behavior
	___ Pain, swelling, or itching in genital area	___ Bizarre, sophisticated, or unusual sexual behavior or knowledge
	___ Pain on urination	___ Poor peer relationships
	___ Bruises, bleeding or lacerations in external genitalia, vaginal, or anal areas	___ Delinquent or runaway
	___ Vaginal/penile discharge	___ Reports sexual assault by caretaker
	___ Venereal disease, especially in pre-teens	___ Change in performance in school
	___ Poor sphincter tone	___ Other _____
	___ Pregnancy	
	___ Other _____	

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
EMOTIONAL MALTREATMENT	___ Speech disorders	___ Habit disorders
	___ Lags in physical development	___ sucking
	___ Failure to thrive	___ biting
	___ Hyperactive/disruptive behavior	___ rocking
	___ Shallow, empty facial appearance	___ Conduct/learning disorder
		___ antisocial behavior
		___ destructive
		___ Neurotic traits
		___ sleep disorders
		___ inhibition of play
		___ unusual fearfulness
		___ Behavioral extremes
		___ child does not change expression
		___ compliant, passive
		___ aggressive, demanding
		___ Overly adaptive behavior
		___ inappropriately adult
		___ inappropriately infantile
		___ Developmental lags
		___ mental
		___ emotional
		___ Attempted suicide

Where To Make A Referral

Referrals are made to the Regional Office covering that area. Emergency referrals on holidays, weekends, and after hours are made through 1-800-452-1999.

STATE OF MAINE

DEPARTMENT OF HUMAN SERVICES

CHILD PROTECTIVE SERVICES

Cumberland County
509 Forest Ave. Portland 04101
Tel. 774-4581 (1-800-482-7520)

York County
121 Main St. Biddeford 04005
Tel. 282-6191 (1-800-322-1919)

Androscoggin, Franklin and Oxford Counties
200 Main St., Lewiston 04240
Tel. 783-9151 (1-800-482-7517)

Kennebec and Sagadahoc Counties
Capitol Shopping Center
Augusta 04333
Tel. 289-3271 (1-800-452-4640)

Lincoln, Knox and Waldo Counties
1 Park Dr., Rockland 04841
Tel. 594-2521 (1-800-432-7802)

Somerset County
140 North Ave. Skowhegan 04976
Tel. 474-5551 (1-800-452-4602)

Penobscot and Piscataquis County
396 Griffin Road Bangor 04401
Tel. 947-0511 (1-800-432-7825)

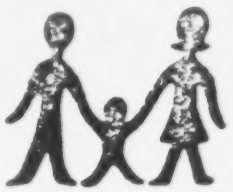
Hancock County
Plaza Shopping Ma
Short Street Ellsworth 04605
Tel. 667-5361 (1-800-432-7823)

Washington County
100 Court St. Machias 04654
Tel. 255-8641 (1-800-432-7846)

Southern Aroostook County
5 Mechanic St. Houlton 04730
Tel. 532-9531 (1-800-432-7338)

Central Aroostook County
41 Washburn St. Caribou 04736
Tel. 498-8151 (1-800-432-7366)

Northern Aroostook County
38 Peasant St., Fort Kent 04743
Tel. 834-3934 (1-800-432-7343)



STATEWIDE EMERGENCY TOLL-FREE NUMBER

1-800-452-1999

24 Hours a day

MAINE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
DIVISION OF ALCOHOL AND DRUG EDUCATION SERVICES
STEVENS SCHOOL COMPLEX
STATE HOUSE STATION 57
AUGUSTA, MAINE 04333
TELEPHONE: (207) 289-3876

DIVISION RESOURCE DIRECTORY

SUBJECT	CONTACT PERSON
Adolescent Programs and Services.	Bruce Spang
Adolescent Treatment Resources.	Bruce Spang
Community Awareness Sessions.	Janice Isaly
Crises (Alcohol or Other Drug Related).	Carl Mowatt
Curriculum.	Madonna Flanders
Data on Extent of the Problem	Madonna Flanders
Division Programs and Services.	Ted Ruark
Education and Training Programs	Janice Isaly
Elementary Programs and Services.	Bill Lowenstein
Evaluation (Institutes and Workshops)	Madonna Flanders
Evaluation (Program).	Madonna Flanders
Films/Videocassettes.	Joyce McCaslin
Financial Assistance.	Ted Ruark
Follow-up Conferences	Ted Ruark
Handouts.	Lynn McHatten
Highway Safety Programs	Peggy Thayer
In-Service Workshops.	Bill Lowenstein
Institute Training.	Janice Isaly
Institutes (recertification credits - CEU's).	Bill Lowenstein
Legal Questions (alcohol and drug laws)	Ted Ruark
Other Team's Accomplishments, Experiences	Madonna Flanders
Pamphlets	Lynn McHatten
Parent Awareness Sessions	Peggy Thayer
Peer Helping.	Bruce Spang
Planning.	Madonna Flanders
Policy (School)	Ted Ruark
Premium Fund.	Carl Mowatt
Prevention Coordination	Janice Isaly
Program Assessment.	Madonna Flanders
Project Graduation.	Peggy Thayer
Project Holiday	Peggy Thayer
Reporting to Division	Madonna Flanders
Speakers (request for).	Bill Lowenstein
Staff Development Opportunities	Ted Ruark
Student Awareness	Bruce Spang
Support Groups (K-6).	Bill Lowenstein
Support Groups (7-12)	Bruce Spang
Team Assessment	Madonna Flanders
Team Development.	Ted Ruark
Team Maintenance.	Ted Ruark
Team Conference	Peggy Thayer
Training Opportunities.	Ted Ruark
Treatment Programs.	Carl Mowatt

OTHER RESOURCES

Maine Alcohol and Drug Abuse Clearinghouse.	289-3201 1-800-322-5004
Southern Regional Alcoholism and Drug Abuse Council, Inc. (York, Cumberland, Sagadahoc, Lincoln, Knox, Waldo)	774-4581, Ext. 482 1-800-482-7520
Western Regional Council on Alcohol Abuse and Alcoholism (Androscoggin, Oxford, Franklin)	783-9151, Ext. 319 1-800-482-7517
Kennebec-Somerset Alcohol and Drug Abuse Council	289-2141
Eastern Regional Council on Alcohol and Drug Abuse (Penobscot, Piscataquis, Hancock, Washington).	947-0511, Ext. 419
Aroostook Alcoholism Council.	532-9531
NCA - Maine	622-4704

IMMUNIZATION OF SCHOOL CHILDREN: GUIDELINES

IMMUNIZATION CLINICS

Immunization clinics are sponsored regularly by the Maine Department of Human Services using personnel from municipal health agencies, public schools and volunteers. Although schools are encouraged to cooperate in the offering of these free clinics, the law does not require them to do so. The School Immunization Law is directed toward the identification of non-immunized children and their exclusion from school unless properly exempted and in times of disease outbreaks.

If school employees are utilized in immunization clinics, it is advisable for school officials to check with legal counsel regarding the possible liability of either the school or the employees in case of injury to students. Although the law may offer immunity from liability to "volunteers" participating in such clinics, it does not appear to grant similar immunity to school units, officials or employees. School officials should also check their insurance coverage to determine if it is adequate for such activities.

MINIMUM DOSAGE

The dosage specification for each immunizing agent is only the minimum required to meet the School Immunization Law.

Parents are encouraged to seek additional doses of Oral Polio and DTP/TD (adult) vaccine for maximum protection of their children, as recommended by the American Academy of Pediatrics and the U.S. Public Health Service.

SCHOOL HEALTH RECORDS

Schools are not required to use the standard School Health Record issued by the Maine Department of Educational and Cultural Services, but are urged to do so. If this is not used, each school unit (or private school) must devise a uniform health record for use in the school(s).

Prior to issuance of this rule, it was adequate to note that a child was "immunized, not immunized or exempted." This general notation is replaced by a requirement for more precise notation because these categories were not particularly useful. In times of disease outbreaks, the only meaningful distinctions are between those children who are immunized or immune and those who are neither and therefore vulnerable to disease. School nurses are required to begin the more precise record-keeping with the effective date of this rule.

Because it is important to have easy access to the names of children who are not protected from disease, the new rule requires a separate listing of unimmunized students (apart from the individual student health records) to use in time of disease outbreaks. This list should be kept by either the school nurse or principal whoever is locally designated to exclude children during disease outbreaks.

Occasionally, a statement from a physician will cite immunization with DTP/DT or Oral Polio vaccines as "series times 3" and give only the year. This will be considered acceptable evidence of immunization provided that it is possible to determine that one dose of polio vaccine was administered after the child's first birthday. Measles, Mumps and Rubella immunization must show the day, month and year.

RESPONSIBILITY FOR ENFORCEMENT

The School Immunization Law is clear: it requires the exclusion of children who do not meet the requirements of the law and its implementing rules. Although the actual administration of this responsibility may be delegated to a school principal (i.e., the task of informing the parents of the pending exclusion), it is the superintendent's responsibility to oversee local enforcement of the law.

In addition, the superintendent has the final responsibility for ensuring that required annual reports are sent to the Departments of Human Services and Educational and Cultural Services.

IMMUNIZATION OF NORMAL INFANTS AND CHILDREN

Recommended Schedule for Immunization of Normal Infants and Children

Age	Vaccine
2 months	DTP, TOPV
4 months	DTP, TOPV
6 months	DTP (optional TOPV)
*15 months	Measles, Mumps, Rubella
*18 months	DTP, TOPV
4-6 years	DTP, TOPV
14-16 years	Td; repeat every 10 years

Primary Immunizations for Children Not Immunized in Infancy

15 months through 6 years of age

First visit	DTP, TOPV, Measles, Mumps, Rubella*
2 months later	DTP, TOPV
4 months later	DTP (optional TOPV)
6-12 months later	DTP, TOPV
Age 14-16 years	Td; repeat every 10 years

Seven years of age and older

First visit	Td, TOPV, Measles, Mumps, Rubella*
2 months later	Td, TOPV
6-12 months later	Td, TOPV
Age 14-16 years	Td, repeat every 10 years

Abbreviations:

DTP - Diphtheria and Tetanus Toxoids with Pertussis Vaccine
TOPV - Trivalent Oral Poliomyelitis Vaccine
MMR - Measles, Mumps, and Rubella
Td - Tetanus and Diphtheria Toxoids, Adult Type

*Give MMR, DTP, and TOPV simultaneously at 15 months (or at time of the first visit for older children) when revisits are uncertain.

Notes:

(1) If a child has reached the seventh birthday, he should be given Td instead of DTP.

(2) A delay in vaccine administration does not necessitate starting the series over regardless of interval elapsed. Simply pick up the schedule where it left off.

MEASLES RE-IMMUNIZATION

There are several situations in which measles re-immunization with further attenuated live virus measles is indicated.

1. Those previously immunized with inactivated measles virus vaccine at any age.

2. Those immunized with any measles vaccine before 1 year of age.

3. Those immunized with attenuated live virus measles vaccine with a concomitant dose of immune globulin (IG).

4. Those with unknown history of measles immunization.

These criteria are based on information gained from experience with various measles vaccines. A short history of measles vaccine follows:

1963 - Inactivated (killed) measles virus vaccine was licensed. Attenuated live virus measles vaccine (Edmundson B) was licensed and administered with a concomitant dose of immune serum globulin. The recommendation for immunization with these vaccines was 9 months of age.

1965 - The age for starting immunization with measles vaccine was changed from 9 months to 12 months of age. Further attenuated live virus measles vaccine (Schwartz strain) was licensed.

1967 - Distribution of inactivated measles virus vaccine was halted.

1968 - Further attenuated live virus measles vaccine (Moraten strain) was licensed.

1972 - Distribution of attenuated live virus measles vaccine (Edmundson B) with immune globulin was halted.

1976 - The recommended age for immunization with measles vaccine was changed from 12 months to 15 months of age.

State Immunization Requirements
Applicable to Any or All of Grades K-12

(Valid as of 12/83

State	Diphtheria	Tetanus	Pertussis	Measles	Mumps	Rubella	Polio
Alabama	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Alaska	K-12	K-12	K-6 yrs	K-12	Not Required	K-11 yrs	K-12
Arizona	K-12	Not Required	Not Required	K-12	Not Required	K-12	K-12
Arkansas	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
California	K-12	K-12	K-6 yrs	K-12	K-6 yrs	K-12	K-12
Colorado	K-12	K-12	K-6 yrs	K-12	K	K-6	K-12
Connecticut	K-12	K-12	K-6 yrs	K-12	K-12	K-12 yrs	K-12
Delaware	K-12	K-12	K-6 yrs	K-12	K-4	K-12	K-12
Dist of Col	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Florida	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Georgia	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Hawaii	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers
Idaho	K-5	K-5	K-6 yrs	K-5	K-5	K-5	K-5
Illinois	K-12	K-12	K-5 yrs	K-12	Not Required	K-12	K-12
Indiana	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
Iowa	K-12	K-12	K-6 yrs	K-11 yrs	Not Required	K-11 yrs	K-12
Kansas	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Kentucky	K-12	K-12	Not Required	K-12	Not Required	K-12	K-12
Louisiana	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers
Maine *	K-12	K-12	K-6 yrs	K-12	K-6	K-12	K-12
Maryland	K-6	K-6	K-6 yrs	K-12	Not Required	K-6	K-6
Massachusetts	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Michigan	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers
Minnesota	K-12	K-12	K-6 yrs	K-12	K-6 yrs	K-12	K-12
Mississippi	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
Missouri	K-12	Not Required	Not Required	K-12	Not Required	K-12	K-12
Montana	K-12	K-12	Not Required	K-12	Not Required	K-12	K-12
Nebraska	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Nevada	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
New Hampshire	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers
New Jersey	K-12	K-12	K-6 yrs	K-12	K-6 yrs	K-12	K-12
New Mexico	K-12	K-12	K-6 yrs	K-12	Not Required	K-11 yrs	K-12
New York	K-12	Not Required	Not Required	K-12	K-12	K-12	K-12
North Carolina	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
North Dakota	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Ohio	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
Oklahoma	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
Oregon	K-12	K-12	Not Required	K-12	New Enterers	K-12	K-12
Pennsylvania	K-12	K-12	Not Required	K-12	K-12	K-12	K-12
Puerto Rico	K-1	K-1	K-1	K-1	K-1	K-1	K-1
Rhode Island	K-12	K-12	Not Required	K-12	K-6 yrs	K-12	K-12
South Carolina	K-12	K-12	K-5 yrs	K-12	Not Required	K-12	K-12
South Dakota	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Tennessee	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
Texas	K-12	K-12	K-6 yrs	K-12	K-11 yrs	K-11 yrs	K-12
Utah	K-12	K-12	K-6 yrs	K-12	K-12	K-12	K-12
Vermont	K-12	K-12	K-6 yrs	K-12	Not Required	K-12	K-12
Virginia	K-12	K-12	K-6 yrs	K-12	New Enterers	K-12	K-12
Washington	K-12	K-12	Not Required	K-12	K-1	K-12	K-12
West Virginia	New Enterers	New Enterers	New Enterers	New Enterers	Not Required	New Enterers	New Enterers
Wisconsin	K-12	K-12	K-6 yrs	K-12	K	K-11 yrs	K-12
Wyoming	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers	New Enterers

* Valid as of 6/85

EXEMPTIONS AND EXCLUSIONS FROM SCHOOL

A small number of children will not be able to receive immunizations, usually for medical or religious reasons or strong personal objection.

School children exempted from immunization will be excluded from school if one of the diseases for which immunization is required is identified in the community. Children excluded from school will be prohibited from attending school until either the child has been immunized, the danger of outbreak has passed, or the youngster contracts the disease and completely recovers.

Parents seeking an exemption to the immunization requirements for their child for medical reasons should have the medical section completed by the child's physician.

IV. MEDICAL EXEMPTION (physician to complete A or B, date and sign)

A. The following immunizations are harmful to this child's health _____

_____

B. I observed this child while he/she experienced the following illness(es) and vaccine designed to protect against the disease(s) named is not necessary _____

_____

_____ _____

DATE PHYSICIAN'S SIGNATURE

Parents or Guardians seeking exemption on the basis of Religious, Moral, Philosophical or Personal Objection should provide a written statement below:

V. RELIGIOUS, MORAL, PHILOSOPHICAL or PERSONAL OBJECTION _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

DATE SIGNATURE OF PARENT OR GUARDIAN

Medications in Emergencies

In the case of students prone to suffer an acute and life threatening allergic reaction to insect stings:

1. Appropriate school personnel will be made aware of the student's condition.

2. Medication as provided by the parent will be kept in a pre-determined place at that school and all personnel involved with the child will know its location.

3. A clear emergency procedure will be outlined on the child's health record. All teachers will be informed of the procedure.

4. At least two staff members at that school will be instructed in the administration of said medication.

5. The student will be required to wear a medic-alert emblem indicating his/her condition.

Base Protocol for Medication

Any time medication is to be taken or administered at school, the following conditions must be met:

A. Medication will be sent to school in a clearly labeled container, preferably the original prescription bottle, with the name of the child and the medication on it.

B. Written instructions signed by the family physician will be required and will include:

   1. Name of child;

   2. Name of medication;

   3. Reason for medication;

   4. Dosage;

   5. Specific area or application if medication is of a topical nature;

   6. Time to be administered;

   7. Possible side-effects, if known, and action to be taken; and

   8. Termination date for administering the medication (not to exceed the school year).

   9. A certification by the physician that the medication is necessary to the child's health and must be taken during school hours.

C. The parents provide a signed request form, certifying that they are not available during school hours to dispense this medication [and an informed consent form where medication is to be administered by school personnel].

D. For long-term situations, the medication certification and request to dispense expires at the end of each school year, unless terminated earlier by either the family physician or the parents. The certification and request can be renewed each year.

E. The student should not transport more than one day's supply of medication at a time. Larger amounts must be brought to school by the parent(s).

F. The parent will assume the responsibility for informing the school in writing of any change in the child's health or change in medication.

G. The responsibility for seeing a physician on a regular basis and following the physician's instructions rests with the parent. Failure to comply with the recommended protocol will be grounds for the school to discontinue the administration of the medication in question.

H. The _____ School Department retains the discretion to reject any or all requests for the administration of medication.

I. A copy of this policy and any required forms will be provided to parents upon who request the administration of medication in school.

The school nurse, [or the principal's designee if school nurse is not available] will:

A. Inform the appropriate school personnel of medication.

B. Inform parents(s) of any difficulty with the medication or circumstances which were responsible for the child's not receiving the medication.

C. See that the medication is kept in a place inaccessible to other students.

D. Encourage the child to take medication with water from a paper cup rather than from a drinking fountain.

E. Observe the child as he/she takes the medication.

F. Keep a record of the administration of medication on a designated log.

G. In exceptional cases, where a student is considered by the parent and the nurse to be sufficiently responsible, he/she may be given special permission to carry one dose of his/her medication on his/her person and to take it him/herself when necessary. This action will still require a written request from a physician and a request from parents.

FIRST AID IN THE SCHOOL: GUIDELINES

First aid is defined as immediate and temporary treatment and care in the event of an accident or injury, before a physician's care can be obtained. Because of the presence of children engaged in a variety of activities together, accidents and injuries at school must be expected. A definite school policy on first aid should be established and all school personnel should become familiar with it.

First Aid Policy:

A first aid policy need not anticipate that all teachers and personnel will be knowledgeable in Red Cross-level first aid. However, the policy should establish certain procedures for handling accidents and injuries and make clear the responsibilities of various school personnel. The following minimum standards are suggested for a school-wide first aid policy:

1) Designation of at least one first-aid qualified staff person in each building, two in larger buildings, to administer first aid.

2) Clear written instructions to classroom teachers and aides regarding first aid procedures, the identity of designated first aid personnel, and the location and role of the school nurse or physician.

3) Designation of procedures for notifying parents.

4) Clear procedures regarding the transportation of students to the hospital in serious cases.

5) Minimum first aid requirements for employment of school bus drivers and coaches and other designated staff [laboratory science teachers, shop teachers].

6) Orientation in the first aid/emergency policy and procedures for each new staff person; a review of requirements annually.

7) In-service training in first aid for teachers and staff.

8) A complete first-aid kit (and current American Red Cross First Aid Textbook) in each school (or more, depending on number of classrooms, floors and children). A simple first aid kit in each classroom. Periodic restocking of the first aid kits by a designated person [e.g., school nurse].

9) Appropriate information on each school child in the building in an easily retrievable place pertaining to first aid and emergency situations.

Emergency/ health cards:

Each school should maintain the following emergency information on each child and school personnel:

1) Name of parent and/or other responsible person, address, telephone number during the school day;

RECOMMENDED PROCEDURES FOR EMERGENCY CARE

PURPOSE OF GUIDE

The purpose of this guide is to aid school personnel in taking quick and effective action in case of sudden illness or injury from accident at school. Recognizing that it is most important to prevent accident or illness when humanly possible, the school should, nevertheless, be prepared to give first aid and emergency care when necessary. Procedures outlined in this guide are not a substitute for professional care.

First Aid is the immediate, temporary treatment given in case of accident or sudden illness before the services of a physician can be secured.

ADRENALIN ADMINISTRATION

For emergency use only! May be needed for allergic reaction to insect stings or medications.

Signs and Symptoms
- respiratory difficulty
- asthmatic breathing
- faintness
- a sense of tightness in the chest
- marked flushing

Action
1. Give 0.5cc (1/2cc) of adrenalin chloride (1:1000) intramuscular (0.3cc for children under 60 lbs)
2. Observe pulse, respiration, color
3. Send for ambulance

BACK OR NECK INJURY

Keep the person in the position found, and place where injury occurred. Do NOT bend back. Keep flat. Do NOT allow movement of head.
Keep person warm. If necessary, treat for shock.

BITES & STINGS

Insect
Use cold applications to relieve pain.

Human & Animal
Cleanse wound with soap and water. See that animal is confined, if possible, and reported to appropriate authority. Advise medical care.

BLEEDING

Exert pressure with fingers or hands directly over the bleeding site using clean dry dressing. Elevate above level of heart, if no fracture.

BLISTERS

Scrub area with soap and water. Apply dry sterile dressing.

BUMPS & BRUISES

Apply cold compresses directly following injury. Watch for swelling and notify parent.

BURNS

Flame & Scald Burns
Immerse part in cold water, or apply ice only. Advise medical care.

Chemical Burns
Flush area thoroughly with cold water immediately.

CONVULSIONS

Lower person to floor with head to one side. Do NOT restrain. Do NOT force anything in the mouth. Loosen clothing.
Do NOT move person until he/she is quiet and relaxed.

ELECTRIC SHOCK

Break the contact between person and electric conductor at once. Do NOT touch person or clothing until contact is broken.
Start mouth to mouth resuscitation if person is not breathing.
Send for a physician and/or ambulance.

EARS

Discharging
Gently place a loose cotton plug at the opening of external canal. Severe earache or foreign body in ear requires person to be examined by physician. Do NOT remove foreign body in ear. Do NOT put anything in the ear, i.e. oil.

EYES

Foreign Body
Flush eye with water. Superficial bodies can sometimes be removed by everting the eyelid and gently touching the foreign body with a moist applicator. If the foreign body is embedded, notify parent and advise medical care.

Eye Wounds
Wounds of the eye ball should be seen by a physician. Cover both eyes to decrease eye movement. Never exert pressure. Wounds of the eyelid, apply a dry sterile dressing and hold firmly in place.

Chemical Burns
Flush immediately for 20 minutes with clear water by tilting head toward the injured side, holding the eyelid open with the finger and thumb, slowly pouring fluid into the corner of the eye (never directly on the eye ball). Apply dry sterile dressing and have person taken to medical care.

Hot Metal Burns
Do not irrigate. Apply dressing and ice pack, then take to medical care.

FAINTING - SHOCK

Keep person lying down with head lowered and feet elevated. Bathe face with cold water. Wave spirits of ammonia under the nose. Do NOT let the person drink. Cover with a blanket for warmth. Notify parent and/or physician.

FRACTURES

Keep person quiet and warm. Avoid moving injured part. Apply splint or support. Cover the area with a sterile dressing, if the skin is broken.
Notify parent and arrange transportation.

FROSTBITE

Signs & Symptoms
Skin is white and/or glossy.

Action
1. (a) Immersing affected area in warm water (100-105F)
   (b) Applying firm steady pressure of warm hands (no rubbing)
   (c) Holding fingers motionless in the armpits
2. Obtain medical care as soon as possible.

HEAD INJURY

Keep person lying down with head elevated. Apply cold compress or ice to site of injury.
Observe and warn parents to watch for increasing headache, vomiting, or lethargy for at least 48 hours.

MOUTH & THROAT

Toothache
Advise parent to take person to the dentist.

Mouth Injury
Control bleeding and clean wound with tap water.

Foreign Bodies
Sweep finger in throat to remove the foreign body.
If person is choking and is unable to breath, stand behind person, put arms around and apply sudden upward thrusts to upper abdomen and lower rib cage. Re-much Maneuver. Repeat.

NOSEBLEED

Have person sit upright, breathing through the mouth. Person should gently blow his/her nose to clear out clots, then pinch both nostrils together for five (5) minutes.

PAIN

Abdominal
Have person lie down. Advise parent to have person examined by a physician.

Menstrual
Have girl lie down with warm water bottle to abdomen.

Leg & Joint Pains
Advise parent to have person seen by a physician if pain is persistent.

Headache
Have person lie down in a quiet place. Apply ice bag for comfort.

POISON OAK, IVY, & SUMAC

If exposure occurs at school, wash the exposed areas with hot water and liquid dishwashing detergent or alcohol. Rinse in clear water. If inflammation develops, advise medical care.

SPLINTERS

Remove splinter with sterile needle or tweezers, if it is superficially lodged, and can be easily removed. Clean area well with soap and water before and after removing.

SPRAINS & STRAINS

Apply ice or cold compresses as soon as possible after injury. Elevate the injured part. Advise medical care.

WOUNDS & ABRASIONS

Abrasion
Control bleeding. Cleanse the wound with soap and water. Apply sterile dressing.

Lacerations & Puncture Wounds
Control bleeding. Clean around the wound with soap and water. Apply sterile dressing.

DIABETES

Insulin Reaction

Signs
1. sudden onset
2. pale, moist skin
3. excited behavior
4. normal to rapid, shallow breathing
5. moist tongue
6. hungry

Treatment
Give quick acting sugar immediately (i.e. sugar cubes, fruit juice, candy).
If untreated will lead to unconsciousness.

Causes
Unusual physical exertion without adequate food.
Emotional upset/tension/stress.

Diabetic Coma

Signs
1. gradual onset
2. flushed, dry skin
3. drowsy
4. deep, labored breathing
5. vomiting
6. dry tongue
7. thirsty

Treatment
Insulin needed. Call parent, physician or ambulance.

Poison Control Telephone Number:
1-800-442-6305

THE RESPONSIBILITIES OF THE SCHOOL

A definite school policy on first aid should be established and all school personnel should become familiar with it. At least one qualified staff member for each building, two in larger schools, should be designated as the person or persons to administer first aid, to notify parents or guardians, to call the school nurse or school doctor, to notify the family doctor, and to arrange for transportation when necessary. All bus drivers should have Advanced Training. The first aid policy should be published in a form that will insure its availability in each classroom.

The school administrator has the responsibility for seeing that personnel are trained and ready to carry out the necessary duties in administering first aid. He must provide for purchasing and maintaining first aid equipment and supplies, for recommending policies to the school board, and for administering those policies when adopted. The school administrator is responsible for acquainting parents and others concerned with school plans and policies. It is the school administrator who will take the initiative in securing their understanding and cooperation.

Each school should maintain the following emergency information on each child and school personnel:
1. Name of parent and/or other responsible person, and how these persons can be reached (at home and at business).
   The name of the family physician.
   Action to be taken in case of illness or injury if responsible person or designated physician cannot be contacted.

If illness or accident, the following procedure is suggested:
1. Notify main office or person in charge of building.
2. Treatment should be given in the order of availability by a physician, nurse, teacher or other designated person who has had first aid training.
3. If the parent cannot be located, or if the injury is of such serious nature that more than emergency treatment is immediately necessary, see that the child has prompt treatment by a physician or at a medical facility. If possible, contact the family physician.
4. If child is to go home, make sure someone will be there to receive him.
5. Notify parent of all circumstances in relation to the problem and treatment.
6. Complete accident reports and send copies to appropriate persons.

2) The name of the family physician;

3) Emergency situations which may occur because of medical or physical condition of the child and instructions for handling the situation [e.g., epilepsy seizures, bee sting allergies, diabetic reactions].

4) Action suggested in case of illness or injury if the responsible person or designated physician cannot be immediately contacted.

In the event of injury, the following procedure is suggested:

1) Follow school policy.

2) Treatment should be given in the order of availability by a physician, nurse, teacher or other designated person who has had first aid training.

3) If the parent cannot be located, or if the injury is of such a serious nature that more than emergency treatment is immediately necessary, see that the child has prompt treatment by a physician or at a medical facility. If possible, contact the family physician.

4) Notify parent of all circumstances in relation to the problem and treatment.

5) If child is to go home, make sure someone will be there to receive him/her.

6) Complete accident injury reports and send copies to appropriate persons.

Liability:

Teachers and other non-medical/non-nursing personnel often voice concern about potential liability in emergency situations. This has sometimes taken the extreme form of pronouncements that they will not render aid in emergency situations because they "don't know first aid". Such failure to aid children must be avoided.

Schools and school employees have a special legal duty of care toward the children enrolled; they are to act in loco parentis (in the place of the parents). Schools and their officers and employees must, therefore, exercise the caution which parental figures would exercise toward children, to avoid unreasonable risks of foreseeable harm to them. Where a child is injured (e.g., on the playground, in the gymnasium), the adult person in charge must take all reasonable steps to minimize the injury and secure medical help. This means rendering first aid, or taking those immediate steps necessary to obtain first aid if the person has no knowledge of first aid.

Maine law provides immunity to school "employees" [other than licensed personnel] "who render first aid, emergency treatment or rescue assistance to a student during a school program. . . ." However, liability will attach for injuries or death caused "willfully, wantonly or recklessly or by gross negligence" an employee's part. Should an employee merely stand by while a student needs assistance, this would most likely be termed reckless conduct or gross negligence. A school nurse or physician is held to the usual standard of care in the profession.

Accident/injury reports:

In any accident or injury incurred by a student or employee, there is the immediate question of liability. These guidelines are not intended to offer a complete discussion on the laws of negligence, insurance and workers' compensation. It is important, however, that a responsible school official take care to learn about and preserve all information relevant to an accident or injury. School policy should require the prompt filing of an accident/injury report by a teacher or other staff person, preferably one who witnessed the incident. (Alternatively, this could be delegated to the school principal or school nurse.) It is important that such a report include all relevant information about the incident and witnesses to it. The form should be filed with designated persons as soon as possible (e.g., the business manager for forwarding to the school's insurance carrier; the school attorney for follow-up in case of a claim or litigation; the superintendent for explanation to the school board, etc.). A copy should also be included in a child's health records for future reference.

Where an employee has been injured, a workers' compensation claim must be filed in a timely manner by the employee. Each school principal should be provided with workers' compensation forms, or, in the alternative, should direct the employee to the business manager or other person handling such reports. If claims are not filed in a timely manner, the employee could be denied benefits to which he/she is otherwise fully entitled.

In all accidents, but especially in the case of accidents causing serious injury, a follow-up study and report is a good idea. In this, attention should be given to problems (personnel, equipment or structural) which the school could remedy to prevent similar injuries. Responsibility should be clearly delegated to a responsible offical (e.g., the building principal, the business manager, a special safety officer, the school attorney) to conduct follow-up studies of all incidents and to take steps to correct remedial problems.

SCHOOL ACCIDENT/INJURY REPORT

[NAME OF SCHOOL UNIT]

INJURED PERSON:

Name: _____

Age: _____ Grade: _____ School Attended: _____

Parent's Name: _____

Address: _____

TIME AND PLACE OF ACCIDENT/INJURY:

Date: _____ Time: _____

Location: _____
(Be specific as to building, location)

Activity/Program: _____
(Be specific as to class, program, etc.)

Other student(s) involved: _____ _____

_____ _____

NATURE OF ACCIDENT/INJURY:

___ 1) Abrasion	___ 6) Cut	___ 11) Object in Eye
___ 2) Bite	___ 7) Dental	___ 12) Puncture
___ 3) Bruise	___ 8) Dislocation	___ 13) Sprain/Strain
___ 4) Burn	___ 9) Fracture	___ 14) Other (specify)
___ 5) Concussion	___10) Laceration	_____

PART OF BODY (Indicate L or R for left or right when applicable)

___ 1) Ankle	___ 7) Eye	___ 13) Hip	___ 19) Nose
___ 2) Arm	___ 8) Face	___ 14) Knee	___ 20) Shoulder
___ 3) Back	___ 9) Finger	___ 15) Leg	___ 21) Stomach
___ 4) Chest	___10) Foot	___ 16) Lip	___ 22) Tooth
___ 5) Collar Bone	___11) Hand	___ 17) Mouth	___ 23) Wrist
___ 6) Elbow	___12) Head	___ 18) Neck	___ 24) Other

G/FIRST AID Form

CAUSE OF ACCIDENT/INJURY

Description of how accident/injury occurred: _____

_____

_____

_____

Was teacher/staff person present? ___ Yes ___ No

Name of teacher: _____

Other witnesses: _____

_____

ACTION TAKEN

Immediate action taken:

_____ First aid: _____
(Describe action taken)

_____ Taken to emergency room/hospital

Name of hospital: _____

_____ Taken home by parent

_____ Taken to physician by parent

_____ Other: (Describe action taken) _____

Notifications:

Parent _____ time _____ Person notifying _____

Other _____ time _____ Person notifying _____

TREATMENT

Describe any medical treatment later by physician or other:

_____

_____

REPORT BY: _____

Copies to: Principal, Superintendent, Business Office, Nurse

G/FIRST AID Form

PHYSICAL EXAMINATIONS: GUIDELINES

Except for vision, hearing and spinal screening, school administrative units are not required to conduct health screening of their students. A comprehensive school health program, however, would include policies and procedures for student health appraisals done in-school by school personnel (physician and nurse) or by private physicians. Schools may, under their rule-making authority, require physical appraisals of their students, although these could not, of course, be used to discriminate against students in any way or to limit their entitlement to a public education.

The results of health appraisals should be entered on each student's school health record [see Sample Student Health Information Card] and made selectively available to school personnel with legitimate educational interests. Teachers, for example, must be made aware of vision and hearing difficulties so as to make proper accommodations for instructional purposes. Physical education and other teachers must be made aware of any physical limitations for appropriate accommodations. All teachers should know of potentially dangerous episodic problems (epileptic seizures, bee sting allergies, etc.) which might require emergency treatment.

If appraisals are done by school personnel, parents should be made aware of any abnormal findings.

The recommendations of the Maine Medical Association are as follows:

1. Physicals should be required on entry to school, middle school and senior high school levels. Physicals should be done by family physicians, and be as complete as outlined on page 6 of "Sports Medical Evaluation of the American Medical Association."* or the present school health policy. If this is not possible, then,

    a. The school physician should do a complete physical examination in an adequate facility at school. Should this not be possible then,

    b. P.N.A., F.N.P. or P.A. should do a complete physical examination under the supervision of a physician. (A physician should do at least one at the grade level examinations.)

2. A health screen questionnaire should be completed on each student as approved by the family physician and/or school physician. Interim physical examinations should be done if the yearly questionnaire review indicates serious illness, hospitalization or injury, at the discretion of the family physician and/or school physician after his/her review of problem.

3. All new students in a school unit should have a physical examination if no health record examination report comes with the student.

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* Available from A.M.A., 535 North Dearborn Street, Chicago, Illinois 60610

VISION SCREENING: GUIDELINES

The following are the recommendations of the School Health Advisory Committee regarding an appropriate vision screening program in schools:

Recommendations for School Personnel:

a) A student should be screened in grades K-1-3-5-7-9 with 11th grade screening optional.

b) The criterion for failure is corrected vision of 20/40 or less, or a greater than one line difference between the two eyes, or any unequal vision if using the Titmus.

c) All new students and transfer students who have not been screened should be screened upon entry. Any student referred by a parent, teacher, or him/herself because of concern about vision, is to be screened upon request.

Recommendations for the Department of Educational and Cultural Services:

a) Individuals who do vision screening should be required to attend a training program for certification prior to their participation in a screening program. The training program should be approved by the Departments of Educational and Cultural Services and Human Services.

b) A school nurse certified to screen should do the re-screening of children who fail the initial vision screening.

c) There should be a review in a training program every two years for persons responsible for the screening.
(These recommendations have not yet been implemented.)

SYMPTOMS OF DEFECTIVE SIGHT: GUIDELINES

School children often do not realize that they do not see well, but the classroom teacher can watch them for the signs of disease that may affect the eyes and for the signs of poor vision. The school nurse or the teacher, who should be trained in first aid, should give the first aid (immediate care only) for foreign bodies in the eye as for other injuries. The child should then be sent or taken home and the parents advised to seek medical care from the physician of their choice.

Failure to do school work acceptably should lead teachers to suspect poor sight even though no symptoms are present and the child does not complain about difficulties in seeing. Defects do not always occur singly or in the same degree in both eyes, and the signs are often confused. Even before a child learns to read, he may show the following signs of visual difficulty:

1. Attempts to brush away blur
2. Blinking more than usual
3. Frequent rubbing of the eyes
4. Squinting when looking at distant objects
5. Frequent or continuous frowning
6. Stumbling over small objects
7. Undue sensitivity to light
8. Red, encrusted, or swollen eyelids
9. Recurring sties
10. Inflammed or watery eyes
11. Crossed eyes

Soon after children begin to learn to read, they may show other signs of visual difficulties such as:

1. Holding a book too far away from or too close to the face when reading
2. Inattention during reading periods, chalkboard, chart or map work
3. Evidence of difficulty in reading or in other work requiring close use of the eyes
4. Inability, or lack of desire, to participate in games requiring distance vision
5. Poor alignment in written work
6. Tilting head to one side or thrusting head forward when looking at near or distant objects
7. Irritability when doing close work
8. Shutting or covering one eye when reading

HEARING SCREENING: GUIDELINES

The following are recommendations of the School Health Advisory Committee regarding the screening of students' hearing:

Recommendation for School Personnel

a) The grade levels for hearing screening should be kindergarten and grades 1, 2, 3 and 5, with senior high level screening optional.

b) Pure tone hearing screening should be done at the frequencies of 500, 1,000, 2,000 and 4,000 hz and either 6,000 or 8,000 hz.

c) All new students and transfer students who have not been screened should be screened upon entry. Any student referred by a parent or teacher, or him/herself because of concern about hearing, is to be screened upon request.

d) The criterion for failure is an obtained threshold greater than 25 db in one or both ears, at one or more frequencies.

Recommendations for the Department of Educational and Cultural Services

a) Individuals who do hearing screening should be required to attend a training program for certification, prior to participating in screening. The training program should be approved by the Department of Educational and Cultural Services and Human Services.

b) DECS should require that only a school nurse who is certified to screen may do the re-screening of children who fail the initial hearing screening.

c) There should be a review in a training program every two years for persons responsible for hearing screening.
(These recommendations have not yet been implemented.)

HELP IN IDENTIFYING THE HARD-OF-HEARING CHILD

The difference between a person who is deaf and one who has deficient hearing is comparable to the difference between a person who is blind and one who needs glasses. It is unfortunate that the child with deficient hearing has been overlooked in his/her need to be helped more often than the child of impaired vision. The latter can and does peer or squint at things, but the hard of hearing child does not know that he/she is not getting all of what is being said. Moreover, the deficient-in-hearing child is usually quite unaware of how much he/she is missing that the other people absorb so easily. As a rule, hearing impairment increases so gradually that the person him/herself is unaware of its extent while others may notice that something is wrong. Frequently, this something wrong is attributed to dullness or personality and behavior faults when the real cause is poor hearing.

The "something wrong," or the intensity of the something wrong, depends largely upon:

1. Age of onset of loss (whether before, during, or after the learning of speech patterns).
2. Severity of loss.
3. Mental and personal capacity to deal with loss.

In order to recognize the hard-of-hearing child in the classroom, the teacher needs to watch for the following symptoms:

1. Inattention: The child sometimes does what he/she is asked but often does not respond; does part of what he/she is asked to do; starts to do a task with his eye on the other children.

2. Requests for repetition: The child who asks: "What did you say?" frequently or who says "Huh" when addressed may be having hearing difficulty.

3. Irrelevant answers: The child whose answers have little to do with the subject or question may be suffering a hearing loss.

4. Speech peculiarities: The child who slurs endings of works, drops the final consonant, or substitutes the unvoiced, as HANT for Hand, TAK for TAG, may be hard of hearing. He/she may omit all the consonants; as 'y' 'u' - u' o' 'oo for "My little brother is two." If he has a slurred "s" that is similar to TH or a SH [such as Shum or Thum for SOME], he may have a hearing loss.

5. Voice peculiarities: The child whose voice is very soft, low or very high may have a hearing loss. The child who has little hearing will have a dull monotonous voice sometimes place the accent on the wrong syllable.

6. Continuous colds: The child with frequent colds may be hearing-impaired because of infection of the middle ear.

7. Running ears: The child who suffers a discharge from the ears is in danger of a permanent, usually severe, hearing loss.

Student records

In considering privacy rights and care of school records pertaining to students, it may be helpful to think of three categories of records: "directory information," "education records," and personal notes. "Directory information" is public information available to all persons. "Educational records", as defined, are confidential, to be shared only among school personnel with a legitimate educational interest and always available to parents upon request. Personal notes are private, not shared with any other person, and not available to parents.

Federal law (the Family Educational Rights and Privacy Act) requires that the "education records" of students in schools which receive federal funds be kept "confidential." This means that such records are available only to designated school personnel with a "legitimate educational interest" in reviewing the contents. The records cannot be revealed to other persons (with a few designated exceptions (see Rules in this section)) without parental permission. These records are always available to the parents of a minor student on request and to a student at age 18.

Each school is required to adopt a school records policy which informs parents of their rights of access to education records, prohibits dissemination of education records to persons without legitimate educational interests, and requires a record of disclosures of information. The policy must specify the criteria for determining which persons are "school officials" with "legitimate educational interests" in certain records.

"Education records" are defined as "those records which are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution." A "record" may be any information or data recorded in any medium, including handwriting, print, tapes, film, microfilm and microfiche. The term is not limited to instructional or academic records and would include the medical or health records of a child enrolled in school and information known about the child.

In order to release records to other than legitimately interested school personnel, the school must obtain written permission from the parent of the student (or the student if 18 or over). Prior consent is not required for disclosure to other school officials, including teachers, within the school who have been determined by school officials to have "legitimate educational interests." (In other words, a cafeteria worker or a high school science teacher employed by the school would not have access to the health or academic records of a first grader; a school nurse, on the other hand would be designated for access.)

Information may be disclosed to other "appropriate parties in a health or safety emergency" under certain conditions without parental permission, "if knowledge of the information is necessary to protect the health or safety of the student or other individual."

In determining whether information from education records can be disclosed without parental consent, school officials must consider four elements:

-- the seriousness of the threat to the safety of the student or others;

-- the need for the information to meet the emergency;

-- whether the recipients of the information are in a position to deal with the emergency; and

-- the extent to which time is of the essence in disclosing the information.

In instances where child abuse is suspected, and an investigation is on-going, information may be disclosed to police or Human Services personnel.

Similarly, in instances where a dangerous communicable disease threatens children, names may (and must by law) be reported to the Department of Human Services, Bureau of Health. On the other hand, the immunization records of children are not available to non-school personnel in non-emergency situations, such as routine checking of the records for informational purposes. Note, however, that the Commissioner of Educational and Cultural Services has authority to check such health records in order to determine whether there is compliance with the School Immunization Law, the school approval law and rules and other applicable provisions of law.

Certain "directory information" is not included within the definition of "education records" and may be disclosed to the public or third parties without parental consent, if the school has adopted a directory information policy. Such information could include a student's name, address, degrees and awards received, participation in activities or sports, and academic major.

Once the school has adopted a directory information policy, it must make the information available to all who request it. It cannot divulge the directory information to some groups and not to others (e.g., to the local Rotary Club but not to military recruiters). Directory information releases are, however, subject to a veto power by parents who may direct that no such information be given out about their own child.

Directory information would not include any health or medical information other than the height and weight of members of athletic teams.

FERPA also addresses access to student records and educational materials by parents. FERPA requires that all "education records" of a student be available to the parent (custodial or non-custodial, guardian or other parental figure included). Records which parents are not entitled to see include those notes which are made by teachers or other staff members which are in their "sole possession," are for their own use, and are not shared with any other person except a substitute. (The regulations refer to "records of instructional, supervisory and administrative personnel (and educational personnel ancillary thereto) which are in the sole possession of the maker thereof. . ." and thus do not explicitly address health records made by a school nurse. However, the school nurse would appear to fall within the category of "educational personnel ancillary thereto" and be capable of keeping personal notes.)

A second federal law (The Protection of Pupil Rights Act, sometimes referred to as the "Hatch Amendment") is also relevant to school health programs. This law prohibits the school or any employee from requiring a child to submit to "psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment" in which the primary purpose is to

reveal information concerning mental and psychological problems potentially embarrassing to the student or his/her family, or "legally recognized privileges such as those of minister-penitent, doctor-patient. This law pertains to federally funded programs only, but it can be used as a guideline, as regards state- or locally-funded programs to prevent inappropriate intrusion into the privacy of children and their families. The Hatch Amendment requires that parents be able to review all curriculum materials (in federally funded programs) which are used with their children. (This right of access for all curriculum materials is already included in Maine law under the Freedom of Access Act.) The right of review does not mean a right of veto; decisions on curriculum matters fall within the authority of the elected school board.

State law adopts the federal law (FERPA and a similar provision in the Education for All Handicapped Children Act) by reference.

State law establishes a "privileged communication" between student and a "school counselor." This provides that a school counselor may not be required, except under certain circumstances, to divulge information obtained during a "counselling relation" with a "client" (e.g., a student) or the client's parent. A school counselor, however, is required to report suspected child abuse and neglect to the head of the school or its designated reporter for transmission to the Department of Human Services or the district attorney. Also, a school counselor must report to "an appropriate authority" or "take appropriate emergency measures" when the student's condition "requires others to assume responsibility" for him/her or there is "clear and imminent danger to the client or others." Knowledge of dangerous chemical dependency or other medical conditions, suicidal tendencies, or threat of harm by the student to others, then should not be kept privileged by the school counselor.

No similar "privileged communication" exists for the school nurse, or social worker, teacher, home-school coordinator or other person not with the definition of "school counselor."

On some occasions, a school nurse may want to keep information about a student completely private (e.g., a student has indicated suspicion of a sexually transmitted disease or pregnancy). There is no legal requirement that such information be entered on the student's health record.

It should be noted that the nurse's notes, however "private" the nurse may want them to be, will fall within the definition of "education records" and be available to parents on request, should the nurse communicate the information to any other person (other than a temporary substitute). Also, nurses should always be aware of the legal requirements for certain types of reports, e.g., suspicions of child abuse and occurrences of communicable (including sexually transmitted diseases) must be reported to the Department of Human Services. Certain information which a child may want the nurse to keep private should not remain solely with the nurse, for the child's own protection. For example, where a child expresses suicidal tendencies or indicates a serious drug abuse or alcohol problem, the nurse must refer the problem to the person legally responsible for the child, i.e., the parent or guardian. The school nurse is not a health professional in private practice with the child as a private patient. Rather, the nurse (along with the school physician, counselor and teachers) is a school employee who has responsibilities for the care of school children. This means that the nurse must take all reasonable steps to ensure that the child's health and welfare are protected, even when the child has spoken "privately" or "confidentially" to the nurse and does not intend to share the information. Failure to take appropriate and reasonable steps to protect a child could have tragic

consequences for the child and serious legal consequences for the nurse and the school unit.

Even though a nurse may keep some information in private notes, it is not privileged information which is protected by law and from disclosure. The personal notes of the nurse (or any other school employee) may have to be divulged upon an appropriate court order or subpoena in certain circumstances. If such a subpoena is served, it is best to check with the school attorney as quickly as possible. Personal information could be protected from public scrutiny although it must be divulged to the court and parties in the litigation.

The Freedom of Access Act, ("Maine's Right-to-Know Law") allows a school board to hold executive sessions to discuss any information which is made confidential by statute. This would include confidential "education records." Despite the permissive phrasing of the law, school officials should probably insist on executive sessions where confidential information about individual students will be discussed. It appears unlikely, however, that a school board would hold discussions about the medical condition of individual students since these matters are delegated to the superintendent by law (e.g., special education placement, exclusion of children with communicable diseases, etc.).

Employee records

Maine law requires that each school unit maintain a "record of directory information" concerning each employee which includes the employee's name, date of employment, duties, education, degrees awarded and dates received. This record is available to the public.

Certain information about employees is to be kept confidential and is not available to the public. This includes "medical information of any kind, including information pertaining to diagnosis or treatment of mental or emotional disorders..." An employee or former employee of a school unit (or the employee's representative) has the right to review his/her personnel file on written request to the superintendent.

Confidential employee records, however, must be disclosed to the Department of Human Services during a child abuse neglect investigation and to the Commissioner of Educational and Cultural Services for certification purposes. Information about employees have to be revealed upon court order or subpoena.

Section C

Record - Keeping

RECORD KEEPING FORMS

Within the Maine Migrant Education Program, the record keeping forms fall into two (2) basic types: those relating to individual migrant students; those relating to school migrant program records.

On the following pages appear brief descriptions and a sample of each of the forms, along with a chart delineating their purpose, source and destination.

The forms included are:

Individual	Certificate of Eligibility (COE)
	Home Visit Form
	Health Data Entry Form
	Student Termination Report
	Individual Education Plan
MSRTS	Educational Record
	Skills
	Secondary Credit
	Supplemental Activities
	Special Education Contact
	Test Data
	Health Record
School Program	Start of School Summary
	Teacher Schedule
	Needs Assessment
	School Activity Report
	Master Student List
	Recruiting Checklist
	Inventory Verification
	RIF
	Annual Report

TITLE	PURPOSE	WHEN TO SUBMIT	NO. OF COPIES	WHERE TO FILE	SOURCE OF INFORMATION
INDIVIDUAL RECORDS					
Certificate of Eligibility (COE)	establish service eligibility and record permission signature	immediately after completion	original---------- copy---------- copy----------	state migrant office cumulative file school records migrant teacher's student file	parent contact home visit
Home Visit Report	record home contact information	September-3rd Friday	original---------- copy----------	state migrant office migrant teacher's student file	parent contact home visit
Health Data Entry Form	identify health needs record immunizations	immediately after first contact any updates October	original---------- copy----------	state migrant office migrant teacher's locked file	parent contact home visit
Termination Report	notification of withdrawal from service eligibility at school site	immediately on loss of program eligibility (5 days)	original---------- copy----------	state migrant office migrant teacher's student file	student contact other teachers school records
Individual Education Plan	define student objectives and record progress	beginning of school, update quarterly	original----------	migrant teacher's student file	student contact other teachers school records

TITLE	PURPOSE	WHEN TO SUBMIT	NO. OF COPIES	WHERE TO FILE	SOURCE OF INFORMATION
MSRTS RECORDS					
Educational Skills	record math and reading skills current and mastered	June or on termination	computer printout 3 copies	state migrant office migrant teacher's student file transit copy	migrant teacher classroom teacher
Secondary Credit	record courses of study for graduation credit	June or on termination	computer printout 3 copies	state migrant office migrant teacher's student file transit copy	migrant student counselor school records
Supplemental	all services paid for partially or totally by migrant funds	with skills or secondary credit K-8 June 9-12 June or on termination	computer printout 3 copies	state migrant office migrant teacher's student file transit copy	migrant records counselor school records
Test Data	record NCE score norm-referenced test program	with skills or secondary credit K-8 June 9-12 June or on termination	computer printout 3 copies	state migrant office migrant teacher's student file transit copy	migrant records school records
Special Education Contact Data		June or on termination	computer printout 3 copies	state migrant office migrant teacher's student file transit copy	school records

TITLE	PURPOSE	WHEN TO SUBMIT	NO. OF COPIES	WHERE TO FILE	SOURCE OF INFORMATION
MSRTS RECORDS (cont'd) Health Record	identify current health needs, record resolution of health problems, maintain immunization record	update November via Health Data Entry Form: update: all currently migrant settled migrant when significant changes occur	computer printout 1 copy----------	designated district file	parent contact home visits student contact
PROGRAM RECORDS					
Start-of-Year Summary	list all migrant student enrollment changes in Unit (CSD, SAD, Union, etc.)	September-3rd Friday	original---------- copy----------	state migrant office school migrant	school records home visits student contact
Teacher Schedule	list teacher/student contact time/place	Fall and Spring after start of term.	original---------- copy----------	migrant teacher state migrant office	migrant teacher school records
Needs Assessment	rank identified migrant students by service priority	November update as needed	original---------- copy----------	migrant teacher records state migrant office	migrant records classroom teacher test records counselor
School Activity Report	list all migrant students of reporting teacher	each month-last Friday	original---------- copy----------	state migrant office migrant teacher's records	migrant records

TITLE	PURPOSE	WHEN TO SUBMIT	NO. OF COPIES	WHERE TO FILE	SOURCE OF INFORMATION
PROGRAM RECORDS (cont'd) Master Student List	list all migrant students in a school (active and inactive)	submit only when there is more than 1 teacher in a school. Each month	original---------- copy----------	state migrant office school migrant records	migrant records
Recruitment Checklist	insure identification of all migrant students	January	original---------- copy----------	state migrant office school migrant records	migrant parents school records local employers service agencies migrant teacher
Inventory Verification	account for migrant property	April	original---------- copy----------	state migrant office migrant teacher	migrant teacher migrant records
MIF	disseminate books under MIF grant	March/April	original---------- copy----------	state migrant office migrant teacher	migrant records migrant teacher
Annual Report	survey program at local level; report test results and demographics	June at close of school year	original---------- copy----------	state migrant office migrant teacher principal/coordinator supt.	migrant teacher migrant records test results

MAINE MIGRANT EDUCATION

Storage of Migrant Documents

As the sub-contractor, the local educational agency (LEA), or school district, is responsible for maintaining records on the migrant project. The legal requirement is for five years. When a student moves away or becomes ineligible for services (6 years, graduation, drop-out), his or her record should be retained under discontinued records. At the beginning of the new school year, these student records, along with the program records, may be placed in a box labeled "19__ migrant records" and placed in permanent storage until the five years expire.

From the latest year's records, please retain the following in your files for reference during the current year:

Inventory
Annual report
Recruiting information and checklist
PAC minutes and agendas
Individual student records, enrolled students
Needs assessment

All other program records and discontinued student records can be put in storage by October 1 each year. These include:

Discontinued Student Files:

One copy of last Educational Record
Objectives, documented student progress
Test information
Student IEPs

Program Files:

School activity reports
Inventory - previous year
Annual report - previous year
Information letters
RIF report

Health records are generally filed with the school nurse. In some cases they are retained by the migrant teacher. When a student moves away, a new health record is generated and sent to the new school site. Since this is sensitive information on the student, it should not be placed in general storage. Please have the school nurse destroy health records on all students who have moved away, graduated, dropped out or whose eligibility has expired.

MIGRANT EDUCATION PROGRAM

CERTIFICATE OF ELIGIBILITY

In order to serve the needs of the Migrant student, the student must be identified and certified as eligible. Whenever the Migrant student moves into a new school district, the Migrant teacher should meet with the parent(s) to check if the move constitutes a new LQM. If so, submit a new COE.

Beginning in FY 90, only one COE form will need to be completed on each family for the period of eligibility. This form will require two parental signatures. One signature will give the parent's permission for the first year of service at a currently migrant status, and the second signature allows service for the 5 years of eligibility as a formerly or settled out migrant status. If the family establish a new LQM, a new COE must be filled out.

If parental concurrence is obtained for the duration of the eligibility period, the parent or guardian must be informed that he or she may withdraw his or her concurrence at any time.

Definition of Terms:

1. LQM - last qualifying move

2. Legal father/mother - natural parents or parents by legal adoption or one who would be appointed if legal action was taken or a person standing in place of parent

3. Current father/mother - whoever the student resides with in the local community

4. current address - wherever the student resides in the local community

5. Home base address - the address to which the family return after its migratory work or last previous address

6. Verification of birth date - (record a one-alpha indicator)

   B - birth certificate D - other written document
   O - verbal certification N - none

7. Race - social or ethnic background (record a one-digit indicator)

   1. American Indian 2. Asian 3. Black, not Hispanic
   4. Hispanic 5. White, not Hispanic

8. Additional information - this may be a statement of Intent, or a statement of clarification. Please do not write details in the space. If you have a need to explain an issue, please write it on a separate sheet.

9. Parent permission - for first year of eligibility

10. Concurrence - 5 years of eligibility

CERTIFICATE OF ELIGIBILITY

****

KEY CONCERNS - NEW STUDENTS

1. Must list three (3) dates
   * LQM
   * residency
   * school enrollment

2. Must have (3) signatures
   * parents (2)
   * teacher/recruiter (1)

3. Send original form to State Migrant Office

4. Submitted form must be approved by Migrant Field Recruiter before you actively serve student

5. Retain 1 copy of the submitted form to file in individual student(s) folder; and 1 copy for the school cumulative folder

****

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KEY CONCERNS - UPDATE

1. Check for <u>recent year</u> qualifying moves:
   * new LQM date and place
   * new residency date (return to area)
   * new enrollment (1st day of school)

2. Must have three (3) signatures:
   * parents (2)
   * teacher/recruiter (1)

3. Send original form to State Migrant Office

4. Retain 1 copy of the submitted form to file in individual student(s) folder; and 1 copy for the school cumulative folder

****

NOTE: COE is being revised and the new one will be forwarded as soon as possible.

MIGRANT EDUCATION PROGRAM

CERTIFICATE OF ELIGIBILITY

No.

School District: SAD #99- NEWFIELD

I. Parent Data 1987

Legal Father:	Current Father:	Current Address:	Home base address:
JEFFREY COOKSON	Same	Apt # 2, 8 S Main St. (Street)	Front Street (Street)
Legal Mother:	Current Mother:	Newfield, ME 04999 (City, St., Zip, County)	Biddeford, ME (City, St., Zip, County)
SARAH COOKSON	"	( )	

II. Child Data: List All Children in Family

	Last	First	Mi	Sex	Birthdate	V	Age	Birthplace/City/County/State/Country	GR	School Name	Student # – MIVE	Race
1	COOKSON,	BENJAMIN		M	3-22-77	0	9	BIDDEFORD, ME YORK	3	CENTER ELEM.		5
2	COOKSON,	MARTHA		F	12-1-80	B	5	" "	K	" "		5
3												
4												
5												
6												
7												

III. Certification/LQM/Residency Date Section

a. The children listed on this form are eligible because on 7 (Mo.) 15 (Day) 87 (Yr.) they traveled from BIDDEFORD, ME (City, State, Country) to NEWFIELD, ME (City, State, Country)

(with) to join father (parent or guardian) to enable (him) her to obtain temporary or seasonal employment in agricultural or fishing related activities.

b. Qualifying Activity: clamming (job title)

c. Residency date 7/15/87

d. Enrollment date 9/2/87

e. Employer: self- employed

Additional Information:

Living with Mrs Cookson's sister (Snow family)

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IV. Definitions:

Eligibility date: date of move for migrant employment
Residency date: date of arrival into your town/district
Enrollment date: date of entry into your school

I certify the above information is correct to the best of my knowledge. The Migrant Student Record Transfer System has been explained to me. I know that my child(ren)'s record will be available for me to see and obtain if I so desire. I understand fully that these records will be transferred to other schools in which my child(ren) intend(s) to enroll. I give permission for my child(ren) to be considered migratory and to participate in the Migrant Education Program.

Jeffrey Cookson — Signature of Parent

10-6-87 — Date

Verification:

Mary Johnson — Signature of Worker, Recruiter or School Official

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MAINE MIGRANT EDUCATION PROGRAM

HOME VISITS

During the first two weeks of school, migrant teachers visit the families of migrant students. At this time, COE's are completed on families with requalifying employment. Home Visit forms are completed on all families visited. In addition to the COE and Home Visit forms, migrant teachers will need to take to the visit each student's health record and a blank Health Data Entry Form for recording any new information.

The purpose of the home visit is to discuss the needs of children with their parents to inform parents about the program and the PAC, and to develop rapport with the family. Also, you may learn of other families who would be eligible through these visits.

Where there are several migrant teachers in a local program, migrant teachers should work together in completing home visits and obtaining current COE signatures and health data. Some suggestions for this are:

* Plan so that each family is visited only once.
* If more than one teacher in a district, divide the families, thereby reducing the number of visits per teacher.
* One teacher per home visit unless situation demands, then than two teachers may visit together.
* Make sure all children are listed on COE and on Home Visit form.
* Talk with parents about program at all levels which affect their children.
* Take with you a hand-out that will interest the family (brochure, etc.)

When completing the visit, fill in the home visit form and have the parent sign it. All families will be visited during September and the completed COE and Home Visit form needs to be sent to the State Migrant Office. See calendar for due date.

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KEY CONCERNS

1. Insure that parents of all migrant eligible students are visited by a teacher.
2. Parent signature is required on Home Visit form.
3. Send to State Migrant Office by due date.

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MAINE MIGRANT EDUCATION PROGRAM

HOME VISIT

(re-established)

DATE: 9-6-89

COMPLETED: ✓ NEW COE

ELIGIBLE CHILDREN: AGE: ( ) IN SCHOOL

COOKSON, BENJAMIN 11 ✓

COOKSON, MARTHA 7 ✓

✓ HEALTH DATA FORM

– OTHER

Parent survey
(specify)

No. of PACKETS GIVEN ___

pre school ___

drop-out ___

TOPICS DISCUSSED:

Explained migrant programs
Flexibility
Children's needs
Faith environment
Parent interests

Do you participate in local PAC? (circle) (Y) N

Would you like more information on --

parenting	(Y)	N
adult education	Y	(N)
fun-activities with kids	(Y)	N

Mary Johnson
(teacher signature)

Sarah Cookson
(parent signature)

HEALTH DATA ENTRY FORM

This form is for use in gathering information on health needs of migrant children ages 3 to 21. The major source of information is the child's parents. At the secondary school level, information may be available from the migrant student himself or herself. The migrant teacher/recruiter will take the form on the home visit when eligibility is being (re)established. He or she will need to be thoroughly familiar with the explanation/definition of terms so that the information can be asked for in non-technical terms.

This form is not designed for parent use. Do not leave it with the parent or mail it to the parent to be filled out. If the parent is unable to give the information relating to immunization or eye/ear/scoliosis screening, this information may be requested from the school nurse. The records of the school nurse are confidential and are not directly accessible by the migrant teacher without special permission.

Migrant teachers who have questions about completing information on the form may call Little Rock at #1-800-643-8258. The Maine Migrant office does not have a health consultant on staff. Since completion of the Health Problems section of the form requires knowledge of the ICD codes, health consultants in Little Rock will help you with these and any other health questions. Ask for Brenda Green.

Because of the confidential nature of the information on the form, the form cannot be shared with any person or agency outside the migrant program or school without written permission of the parent. The original of this form will be sent to the Maine Migrant Education Office and a copy retained in the migrant teacher's records until the MSRTS Health Record is received. All health forms are to be kept under lock and key.

NEW STUDENTS

(no previous Health Record)

The information on the form will be entered by terminal on the Migrant Student Record Transfer System. One (1) copy of the print-out of this record will be sent to the Migrant teacher. This should be checked by the teacher against the Health Data Entry Form for any input errors. Should any error be found, it can be noted in red and forwarded to the State Office. (The only corrections on the MSRTS Health Record should be medical i e. health problems, date changes, etc. Any changes in address, home base, birth dates, etc. should be on the MSRTS Educational Record in red.) The correction will be made by the terminal operator and a corrected print-out will be received by the teacher. The print-out will be retained in the school district. A person has been designated by the Superintendent to be responsible for these records within the school district. This may be the school nurse, the Migrant teacher, or other designated person. Once the health record is established for a migrant student, it will be updated only when significant new health information needs to be added.

KEY CONCERNS - NEW STUDENTS

HEALTH DATA ENTRY FORM

1. Health information will be recorded for all migrant children, ages 3 thru 21 (unless graduated).

2. All sections of the form will be completed. If any section is blank, the form will be returned to the teacher for this information.

3. Under patient and family history each line must have an entry (yes or no).

4. Under immunization, only the date is required, batch # is optional. All students must have some immunization data to enter school.

5. Information on immunization or screens/labs may be requested from the school nurse, if the parent is unable to give it.

6. Call 1-800-643-8258 for all questions on health. Brenda Green in Little Rock can help you.

7. Send to the state office immediately after first contact. This will accompany the COE for the new family.

8. When Health Record is received, check for accuracy. Retain in a locked file.

UPDATE OF HEALTH RECORD

(previous Health Record)

When you go on home visits to continuing migrant students, you should already have an MSRTS Health Record available for reference. Take the Health Record and Health Data Entry Form to the home visit. If the family has requalified with a new LQM and is therefore, currently migrant, you will need to complete and update of the Health Record via the Health Data Entry Form. Also if a family is settled migrant and you find in talking with the family that there is significant new health information that needs to be added to a child's record, then you would record this on a Health Data Entry Form for that child. When you complete any updates, staple the Health Data Entry Form to a copy of the MSRTS Health Record and send it to the State Migrant Education Office by late October.

Remember - you do not need to send health updates on all migrant students, only on those students who are currently migrant or who have significant new health information to be added to their record.

****

KEY CONCERNS - UPDATE

HEALTH DATA ENTRY FORM

1. If a family is currently migrant, complete an update of the Health Record for all children, ages 3 to 21.

2. If a family is settled migrant and a complete Health Record already exists, update the record only if significant new health information needs to be added.

3. Use the Health Data Entry Form for update, not the MSRTS Health Record.

4. Enter only new data.

5. Staple the completed form to a copy of the Health Record. Send it to the State Office by late October.

6. When Health Records are received in the Spring, retain and file. Notify the State Office of any records not received.

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TEACHER: MARY JOHNSON SCHOOL: NEWFIELD CENTER ELEM.

ADDRESS: NEWFIELD, ME 04999

HEALTH DATA ENTRY FORM

✓ ADD A NEW ENCOUNTER
__ CORRECT EXISTING ENCOUNTER

PROVIDER ID: MEZZTX
REPORTER ID: MEBKXT
MIG FUNDING: Y (Y/N)
DATE OF ENC: 10-6-87
ENCOUNTER #: 123456

STUDENT NO.: —
CLIENT NAME: (LAST) COOKSON (FIRST) BENJAMIN (MI) __
LEGAL PARENT: (LAST) COOKSON (FIRST) JEFFREY
(LAST) COOKSON (FIRST) SARAH

DATE OF BIRTH: 3-22-77 SEX: M

PATIENT HISTORY		YES/NO
V10	MALIGNANT NEOPLASM	N
V12.01	MEASLES	N
V12.02	RUBELLA	N
V12.03	MUMPS	N
V12.04	CHICKEN POX	Y
V12.05	WHOOPING COUGH	N
V12.06	TB	N
V12.21	DIABETES	N
V12.3	DS BL & ORGANS	N
V12.4	DS H3 & ORGANS	N
V12.41	EPILEPSY	N
V12.5	DS CIR SYSTEM	N
V12.51	RHEUMATIC FEVER	N
V12.6	DS RESP SYSTEM	N
V12.7	DS DIGESTIVE SYSTEM	N
V13.0	DS URINARY	N
	ALLERGY MED AGENT	Y
V14.0	ALLERGY OTHER AGENT	N

FAMILY HISTORY		
V16	MALIGNANT NEOPLASM	Y
V17.1	STROKE	N
V17.2	DS OF NERVOUS SYS	N
V17.21	EPILEPSY	N
V17.3	ISCHEMIC HEART DS	N
V17.4	OTHER CARDIOVAS DS	N
V17.41	HYPERTENSION	Y
V17.6	DS OF RESP SYSTEM	N
V17.7	ARTHRITIS	Y
V18.0	DIABETES MELLITUS	N
V18.6	KIDNEY DS	N
V19.6	ALLERGIC DISORDER	Y

IMMUNIZATION		ADMIN. DATE	BATCH #	HISTORY OF PREVIOUS ADMIN. DATE		
V03.1	TYPHOID-PARATYP					
V03.2	TUBERCULOSIS (BCG)					
V03.6	PERTUSSIS ALONE					
V03.7	TETANUS TOX. ALONE					
V04.01	POLIO ORAL	1-15-81		9-12-79	6-27-77	
V04.02	POLIO IMMUNIZATION					
V04.1	SMALLPOX					
V04.2	MEASLES ALONE	5-7-80				
V04.3	RUBELLA ALONE	5-7-80				
V04.6	MUMPS ALONE	5-7-80				
V04.8	INFLUENZA					
V06.1	DTP	1-15-81		11-15-79	9-12-77	6-27-77
V06.12	Td					
V06.4	MMR					

SCREENS / LABS			CHK	A/N/U	OUTCOME
V20.2	____	HLTH EXAM (PRESCHOOL)	__	__	
V70.5	____	HLTH EXAM (SCHOOL AGE)	__	__	
V72.0	90760	GEN. VISION EXAM	✓	A	recommend glasses
V72.1	90760	GEN. HEARING EXAM	✓	N	
V72.2	D0120	DENTAL EXAM (ORAL)	__	__	
V72.2	D1120	DENTAL EXAM (PROPHYL.)	__	__	
V72.2	D1230	DENTAL EXAM (FLUORIDE)	__	__	
V72.80	90760	HEIGHT	✓	N	____ (CM) 47.5 (IN)
V72.81	90760	WEIGHT	✓	N	____ (KG) 52 (LBS)
V71.2	71000	TB XRAY	__	__	
V74.1	86580	TB SKIN (INTRADERMAL)	__	__	(WHEALSIZE - MM)
V74.1	86585	TB SKIN (TINE)	__	__	
V78.0	85014	HEMATOCRIT	__	__	
V78.0	85018	HEMOGLOBIN	__	__	
V78.2	83020	SICKLE TEST	__	__	
V81.1	90760	BLOOD PRESSURE	__	__	____/____
V81.51	81002	URINALYSIS (DIPSTICK)	__	__	
V82.81	90760	SCOLIOSIS	✓	N	

HEALTH PROBLEMS

PRIMARY	ICD CODE	TYPE	STATUS	EM CODES			CPT	A/N/U	OUTCOME	RX OR BATCH #

ICS

FAMILY HISTORY:

Members of the family who do not live in the home should be included; grandparents, aunts, uncles, siblings. This section also requires a yes (Y) or no (N) answer on every line if it is an original history. For an update, fill in yes (Y) only if this problem has occurred in the last year.

Definitions:

ISCHMIC Heart DS - heart attack

other CARDIOVAS DS - other heart/circulatory disease

Hypertension - high blood pressure

Diabetes MELLITUS - adult diabetes

IMMUNIZATIONS:

List the most recent immunizations first. This section requires DATES. Use six digits - month, day, year (EX: 01-19-81). If a line has been filled, such as tetanus immunization and a fifth immunization is done, record the CODE on one of the three empty lines below and put the date. If the Batch # is not known, this should be left blank.

Definitions:

Pertussis - whooping cough

DTP - diptheria, tetanus, pertussis combined (children under 7 only)

Td - tetanus, diptheria (children 7 and over only)

MMR - measles, mumps, rubella

SCREENS/LABS:

In this section, record results of examinations by a doctor or, when appropriate, the school nurse. An entry on every line is not necessary.

Definitions:

CHK - enter an (X) for each line with an entry.

A/B/U - abnormal/normal/undetermined - enter the letter which applies

Outcome - On this line indicate what is being done about the problem. Example: General Hearing exam is abnormal; the outcome "referral appointment 11-21-86". You are allowed 39 characters on this line. The 11-21-86 will require a follow-up encounter.

HEALTH PROBLEMS:

This section is used to record health problems. Entry requires a knowledge of ICD codes (see below). On page 65 of your MSRTS Users Health Manual is a list of some codes commonly used for migrant children. This list is by no means complete. The school nurse may be able to help you in completing the codes or you may call Little Rock at 1-800-643-8258 and talk with Brenda Green.

Definitions:

ICD code - International Classification of Diseases Code

Type - A/C acute or chronic

Status - R/U resolved or unresolved

EH - educational - health linkages. These codes appear on page 50-54 of the MSRTS Users Health Manual in Appendix A.

CPT Code - Current Procedural Terminology Manual. There is a list of the more common codes in the MSRTS Health Manual Appendix C and Appendix E.

A/N/U - abnormal, normal, undetermined.

Outcome - results of the procedure or special instructions (EX: follow-up 12-5-86; soak hand 3 x daily). You are allowed 39 characters.

Rx - treatment (what was done)

Batch # - number taken from any immunization drug.

RESOLUTION OF A PROBLEM:

Under status, resolved (r) can mean: 1) student received treatment on encounter date; 2) student received treatment and prognosis is favorable under prescribed treatment. Resolved does not necessarily mean "cured". Unresolved means further action must be taken.

MIGRANT STUDENT TERMINATION REPORT

This is to be sent to the Maine Migrant Education Office whenever a student, active or inactive, is no longer eligible to be served by the reporting migrant teacher. It should be received at the Migrant Education Office and be transmitted to Little Rock via computer within ten (10) days of the date of termination. The date of termination is the day on which the migrant student can no longer be served at that school site.

Since the student may be actively served later at another school, it is important that the educational record be as complete as possible at the time of termination. To facilitate this, those sections relating to academic skills, supplemental programs, and test data are included on the form. If the Migrant teacher has not worked actively with the Migrant student on skills requested, the information should be obtained from the classroom teacher or school records.

****

KEY CONCERNS

1. Send report immediately (within 5 days) to Migrant Education Office, 317 State Street, Augusta, 04330.
2. List skills for elementary students.
3. List supplemental activities for all students.
4. List test data, if appropriate.
5. Send report for active and inactive students who are no longer eligible.
6. Termination date must be last day of eligibility at that school.

****

MIGRANT STUDENT TERMINATION REPORT

This report should be submitted to the Maine Migrant Education Office whenever a Migrant student, active or inactive, is no longer eligible for Migrant services by the reporting migrant teacher. This information facilitates a smooth transition to the new school and the new migrant teacher. It is required information.

Student: Angela Brown Grade: 6

Date of Termination: 10-23-88 MSRTS I.D. 13192274 XYZ

Expected Destination (if moved) Searsport

Reason for Termination: (please check one)

- ✓ moved to new school district
- _____ eligibility expired
- _____ school drop-out
- _____ graduated
- _____ deceased
- _____ assumed non-migrant status by parent request

* Education Skills: (List 3 skill codes and descriptions from logsheet for each subject)

READING	MATH MASTERED		MATH UNDER STUDY
Code	Code	Date of Mastery	Code
40001	15601	10-15-88	15001
38001	15602	10-15-88	15605
56005	15000	10-15-88	15606

* Current Supplemental Programs

Code	Code Name	Start Date	End Date	Hours. Cum.	Line ID
004	Tut. Reading	9-13-88	10-23-88	8	
025.	Pupil Services	9-2-88	10-15-88	2	

* Test Data (Enter latest data not printed on record)

Test Code	Form	Level	NCE Score	Date of Testing
8201	P	35	32	10-11-88
8203	P	35	24	10-11-88

Recommendation: Your recommendation for this student at the next school. At what grade level should instruction be geared for success? 5-2

Mary Johnson
Signature of Teacher

10-26-88
Date Form Submitted

School Newfield Center Elementary School Unit MSAD

(5/88)

MIGRANT EDUCATION

INDIVIDUAL EDUCATION PLAN

Migrant teachers work primarily with their students in small groups and a few individually. The special needs of migrant students are identified through many sources: consultation with the classroom teacher, interaction with the student, testing, home visits. The migrant teacher formulates educational objectives for each student and records progress on a regular basis.

The Individual Education Plan (IEP) is an example of how student objectives, progress and other important data may be recorded to provide an easily referenced record for each student. It is not required that this form be used; it is required that a system of recording this information be followed.

At the beginning of the school year, or when the migrant teacher first starts working with a student, educational objectives are recorded. At the end of each ranking period, progress is noted, along with ranks, test data and any special services. This form is easily stapled inside each student's individual folder, where it can be easily consulted by the teacher.

****

KEY CONCERNS

1. Record educational objectives for student.

2. Record progress, ranks, test scores, support service data each ranking period.

3. Staple to inside front of student folder.

4. This form is for use in local program; it is not submitted to State Office.

****

Student: Randy Clough

Grade: 4

MIGRANT EDUCATION

INDIVIDUAL EDUCATION PLAN

OBJECTIVES:
1) Supplement classwork in reading and writing skills.
2) Motivate to positive attitude toward learning and school attendance.
3) Encourage pleasure reading and reading at home

PROGRESS BY RANKING PERIOD:

1)

2)

3)

4)

Test results (Use NCE score)		Grades					Additional Educational Services (please circle one)
Pretest/Postest		Subject	Ranking Period 1	2	3	4	1. Is student Special Education? Are you involved in PET process? YES (NO) / YES (NO)
Math	__ | __						2. Is student in Chapter 1 program? (YES) NO
Reading	34 | __						3. Is student in gifted & talented program? YES (NO)
Test Name: Iowa Test Basic Skills							4. List other program services:

MIGRANT STUDENT RECORD TRANSFER SYSTEM

EDUCATIONAL RECORD

Once a student has been identified as migrant eligible, the data contained on the certificate of eligibility for that student and family is entered into the terminal for the Migrant Student Record Transfer System and a computer print-out record is generated. Three (3) copies of this MSRTS educational record are mailed directly to the migrant teacher who will be involved with the student. The teacher sends one (1) copy to the Maine Migrant Education Office after confirming the accuracy of the information on the record. This should be within seven (7) days of receiving the record. If necessary, any changes are made in red ink on the copy to be forwarded. If there is no migrant teacher in the school which the migrant student is attending, the record will be sent directly to the Maine Migrant Education Office. It is then up to the staff there to check the accuracy of the information.

The MSRTS educational record provides valuable data about the migrant student's school experience. It is meant to serve as a cumulative record of the student's educational experience as she/he moves from one school system to another. Thus it can facilitate school adjustment for the student by providing a basis for continuity. This can happen only if the record is maintained on a regular basis, and when a student moves out of the school, is immediately updated with termination data.

As the subcontractor, the LEA (district, union, etc.) has the responsibility to monitor a student's expiration date. The teacher needs to be aware of this and send termination forms notifying the State Office. The student's name is taken off the activity report. As of the date the eligibility ceases, the teacher can no longer serve that student. If the student receives migrant services after eligibility has expired, the LEA is serving ineligible students which would be an audit exception. This means the LEA would have to pay back from LEA funds for the percentage of time ineligible migrant students were served.

Certain sections of the Educational Record need to be updated at timely intervals. These include the educational skills, secondary credits, supplemental program and test data sections. These will each be discussed separately. The method of update is to fill in on the second (transit) copy from the teacher's file, all new information for the educational record. Enter all update information in RED INK and send to the Maine Migrant Education Office at 317 State Street, Augusta, Maine 04330.

****

KEY CONCERNS

1. Teachers receive three (3) copies of the MSRTS educational form for each eligible student.

2. Check the information against your copy of the original information (COE, etc.).

3. Make all corrections or update changes in RED INK.

4. Within seven (7) days, send one copy to the Maine Migrant Education Office.

5. Keep two (2) copies on file:
   * one for the student's records
   * one for a transit copy to update records

****

EDUCATIONAL SKILLS

Ability to read and to perform basic math skills are the core concern of the Migrant Education Program. For the elementary student (grades K-8) the skills being addressed can be identified via the reading and math curriculum log sheets. Three (3) identified skills in each subject matter area will be entered into the migrant student's record for each school year. Code identifiers can be found on the log sheets.

Reading is considered to be an on-going skill and a mastery date for reading skills is not entered. Math skills reflect concepts easily demonstrated as being mastered; Therefore, in addition to three (3) math skills under study, three (3) mastered math skills must be entered with mastery dates.

By June, reading and math skills on all elementary migrant students, active and inactive, will be entered on each student's educational record and be sent to the State Migrant Office. If a student terminated from the local program, the educational skills are listed on the termination report. Again, codes and titles can be taken from the log sheet for each subject matter area. If the migrant teacher is not working directly with the student in reading and/or math, the information can be obtained from the student's classroom teacher.

For the secondary student who has an IEP which lists reading and math skills within the K-8 range, it is appropriate to list specific educational skills in addition to courses for secondary credit toward earning a diploma.

Remember, the reading and math skills, along with the supplemental programs and test data, are due in June for all elementary migrant students.

****

KEY CONCERNS

1. Enter educational skills for all K-8 migrant students (active and inactive).
2. List codes for three (3) reading skills under study.
3. List codes for three (3) math skills under study.
4. List codes and dates for three (3) math skills mastered.
5. Send transit copy with new information in RED INK by June for end-of-year-reporting.
6. For terminating students, enter current and mastered educational skills directly on termination report and send immediately to State Migrant Office.

****

1987 EDITION *

NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST

ORAL LANGUAGE

NAME _____ STUDENT ID _____ GRADE _____ DATE _____

TEACHER _____ SCHOOL _____

Depending upon the language in which the skill is being developed, place an E (English) or S (Spanish) next to the skills under study.

LISTENING COMPREHENSION

ORAL DIRECTIONS

____ 020 Simple
- ____ 02001 One word
- ____ 02002 Simple sentence

____ 040 Complex
- ____ 04001 Compound/complex sentence
- ____ 04002 Directions in sequence

RECALL

____ 060 Main Idea
- ____ 06001 Of a sentence
- ____ 06002 Of a paragraph
- ____ 06003 Of a story, song or poem

____ 080 Sequence
- ____ 08001 Compound sentence
- ____ 08002 Paragraph
- ____ 08003 Story

____ 100 Relevant Details
- ____ 10001 Of a sentence
- ____ 10002 Of a compound sentence
- ____ 10003 Of a paragraph
- ____ 10004 Of a story

____ 110 Summarize
- ____ 11001 Paraphrase
- ____ 11002 Interpret and evaluate
- ____ 11003 Synthesize

RELATIONSHIPS

____ 120 Cause/Effect
- ____ 12001 From a sentence
- ____ 12002 From a paragraph
- ____ 12003 From a story

____ 140 Comparison/Contrast
- ____ 14001 Similarities
- ____ 14002 Differences

____ 160 Inference
- ____ 16001 Draw conclusions
- ____ 16002 Predict what is likely

CRITICAL LISTENING

EVALUATION

____ 180 Propaganda Techniques
- ____ 18001 Stereotyping
- ____ 18002 Testimonial
- ____ 18003 Bandwagon

____ 200 Fact/Opinion/Fantasy
- ____ 20001 Evaluate as fact
- ____ 20002 Evaluate as opinion
- ____ 20003 Evaluate as fantasy

ORAL EXPRESSION

FUNCTIONAL COMMUNICATION

____ 270 Responding: Give personal data

____ 280 Oral Description
- ____ 28001 Single words
- ____ 28002 Phrases
- ____ 28003 Simple sentences
- ____ 28004 Compound or complex sentences
- ____ 28005 Multiple interrelated sentences

____ 300 Discussion
- ____ 30001 Single words
- ____ 30002 Phrases(s)
- ____ 30003 Simple sentences
- ____ 30004 Compound/complex sentences
- ____ 30005 Ask for information
- ____ 30006 Exchange information or opinions
- ____ 30007 Convince others

____ 320 Oral Reporting
- ____ 32001 Use simple sentences
- ____ 32002 Use compound/complex sentences
- ____ 32003 Use multiple interrelated sentences
- ____ 32004 Use logical sequence
- ____ 32005 In summary form

____ 340 Retelling
- ____ 34001 Repeat sounds
- ____ 34002 Repeat words
- ____ 34003 Repeat phrases
- ____ 34004 Repeat complete sentences
- ____ 34005 Repeat short verses
- ____ 34006 Retell in own words
- ____ 34007 Retell in summary form

____ 360 Giving Oral Directions
- ____ 36001 Single word commands
- ____ 36002 Use phrases
- ____ 36003 Use simple sentences
- ____ 36004 Use compound/complex sentences
- ____ 36005 Use multiple interrelated sentences

____ 370 Asking Questions
- ____ 37001 Yes/no response
- ____ 37002 Ask questions using who, what...
- ____ 37003 Ask tag questions
- ____ 37004 Ask negative questions

CREATIVE COMMUNICATION

____ 380 Self-expression
- ____ 38001 Physical needs
- ____ 38002 Emotions and wishes

*All skills which appeared in the original edition, but do not appear in this edition, will also print on students record when reported.

____ 400 **Storytelling: Relate original story**

____ 420 **Retelling for Entertainment: Repeat an incident, joke...**

____ 430 **Role Playing: Free dialogue**

PRODUCTION OF SOUND

____ 432 **Pronunciation**
- ____ 43201 Initial consonants
- ____ 43202 Medial consonants
- ____ 43203 Final consonants
- ____ 43204 Short and long vowels
- ____ 43205 l and r controlled
- ____ 43206 Diphthongs
- ____ 43207 Consonant blends

VOCABULARY DEVELOPMENT

BASIC

____ 440 **Nouns**
- ____ 44001 Name common objects
- ____ 44002 Name persons
- ____ 44003 Name places
- ____ 44004 Name abstract nouns
- ____ 44005 Classify common objects
- ____ 44006 Classify persons
- ____ 44007 Classify places
- ____ 44008 Regular plurals
- ____ 44009 Irregular plurals
- ____ 44010 Singular possessive forms
- ____ 44011 Plural possessive forms

____ 460 **Pronouns**
- ____ 46001 Subject personal
- ____ 46002 Object personal
- ____ 46003 Possessive
- ____ 46004 Interrogative
- ____ 46005 Relative
- ____ 46006 Demonstrative
- ____ 46007 Indefinite
- ____ 46008 Reflexive

____ 480 **Verbs**
- ____ 48001 Of being
- ____ 48002 Regular present tense
- ____ 48003 Irregular present tense
- ____ 48004 Regular past tense
- ____ 48005 Irregular past tense
- ____ 48006 Present progressive tense
- ____ 48007 Past progressive tense
- ____ 48008 Future tense
- ____ 48009 Future progressive tense
- ____ 48010 Auxiliary verbs with past participle
- ____ 48011 Contractions
- ____ 48012 Passive voice

____ 500 **Adjectives**
- ____ 50001 Articles
- ____ 50002 One adjective
- ____ 50003 Two or more adjectives
- ____ 50004 Regular comparative adjectives
- ____ 50005 Irregular comparative adjectives
- ____ 50006 Demonstrative adjectives
- ____ 50007 Proper placement

____ 520 **Adverbs**
- ____ 52001 Manner action is performed
- ____ 52002 Time action is performed
- ____ 52003 Frequency action occurs
- ____ 52004 Proper placement
- ____ 52005 Negative words

____ 540 **Prepositions**
- ____ 54001 Of position
- ____ 54002 Other

____ 560 **Conjunctions**
- ____ 56001 To join words
- ____ 56002 To join phrases
- ____ 56003 To join clauses
- ____ 56004 Pairs

EXPANDED

____ 580 **Categories**
- ____ 58001 Classify words

____ 600 **Synonyms: Alike in meaning**

____ 620 **Antonyms: Opposite in meaning**

____ 640 **Multiple-Meaning Words: Have different meanings**

____ 660 **Figurative Language: Meaning other than literal**

____ 670 **Idiomatic Expressions: Cannot be literally translated**

LANGUAGE PROFICIENCY LEVEL: (Please circle)

I II III IV V

as determined on _____
DATE

(Revised 7/89)

1987 EDITION *

NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST

READING

NAME _____ STUDENT ID _____ GRADE _____ DATE _____

TEACHER _____ SCHOOL _____

(PLEASE: Circle Instructional Level) R K PP P 1 2 2-1 2-2 3 3-1 3-2 4 4-1 4-2 5 5-1 5-2 6 6-1 6-2 7 8 9 10 11 12

DECODING

READINESS

___ 010 Sensorimotor
___ 01031 Fine motor control
___ 01032 Directionality

___ 020 Visual Discrimination
___ 02031 Identify shapes
___ 02032 Identify colors
___ 02033 Match symbols, letters, words
___ 02004 Match letter-name/symbol

___ 040 Visual Memory
___ 04001 2-4 piece puzzle
___ 04002 Identify (1) missing parts, (2) pictures, (3) letters
___ 04003 Reproduce from memory
___ 04004 Identify missing objects

___ 060 Auditory Discrimination
___ 06032 Likenesses/differences in letter sounds
___ 06003 Sound patterns

___ 070 Auditory Memory
___ 07031 Follow Directions
___ 07032 Repeat word order
___ 07033 Reproduce rhyming words
___ 07034 Sound assigned to letter
___ 07035 Respond to story

___ 100 Alphabet
___ 10031 Recite
___ 10032 Match upper/lower case
___ 10033 Trace, copy
___ 10034 Identify letters

___ 110 Personal Identification Skills
___ 11031 State personal information
___ 11032 Recognize name

CONSONANTS

___ 140 Initial
___ 14031 Identify in a word
___ 14032 Substitute to form a new word

___ 160 Final
___ 16031 Identify in a word
___ 16032 Substitute to form a new word

___ 180 Digraphs: Two consonants create a single sound

___ 200 Blends: Two or three consonants retain sounds

VOWELS

___ 240 Short: Identify in words

___ 260 Long: Identify in words

___ 270 Y as a Vowel
___ 27031 Words such as gym
___ 27032 Words such as candy or sky

___ 280 R or L controlled: Use in words

___ 310 Diphthongs, Digraphs, Combinations: Use in words

STRUCTURAL ANALYSIS

___ 320 Hearing Syllables: Determine number in a word

___ 340 Using Syllables
___ 34031 Rules for dividing
___ 34032 Rules for accenting

___ 360 Root Words: Identify a base word

___ 380 Compound Words: Identify combined words

___ 400 Contractions: Identify shortened form or two words

___ 420 Prefix: Identify initial syllable

___ 440 Suffix: Identify final syllable(s)

___ 450 Endings: Identify added symbols

COMPREHENSION

LITERAL

___ 460 Main Idea: Stated in a selection

___ 480 Related Detail
___ 48031 Locate details
___ 48032 Recall details
___ 48033 Relevant/irrelevant facts

___ 500 Classification: Categorize words or ideas

___ 520 Sequence
___ 52001 Rearrange pictures
___ 52032 Rearrange words
___ 52033 Rearrange sentences
___ 52034 Sequence events/ideas

___ 540 Conclusions
___ 54001 Cloze procedure
___ 54002 Identify words that summarize
___ 54003 List related statements

___ 560 Following Directions
___ 56031 Complete task(s) given orally
___ 56003 Read one direction

*All skills which appeared in the original edition, but do not appear in this edition, will also print on student records when reported.

___ 56004 Read multiple directions
___ 56005 Instructions "how to"

INFERENTIAL

___ 580 **Main Idea**
___ 58001 Key words as clues
___ 58002 Appropriate title
___ 58003 Most important thought

___ 600 **Related Detail: Relationship to main topic**

___ 620 **Cause/Effect: Interpret cause/effect of action**

___ 640 **Generalizations: Formulate a broad statement**

___ 650 **Literature: Story elements**

___ 660 **Figurative Language**
___ 66001 Tell in own words
___ 66002 Identify figurative phrases
___ 66003 Interpret similes and metaphors

___ 680 **Summarizing**
___ 68031 A selection
___ 68032 Various sources

___ 700 **Punctuation: Clarify meaning and separate structural units**

___ 720 **Critical Reading**
___ 72001 Classify as fact/fiction
___ 72032 Differentiate fact and opinion
___ 72003 Evaluate for propaganda
___ 72034 Compare/Contrast
___ 72035 Identify author's purpose

___ 740 **Predicting Outcomes**
___ 74031 Select appropriate conclusion
___ 74032 Suggest logical conclusion

VOCABULARY

___ 760 **Sight Words: Words instantly recognized**

___ 780 **Multiple Meanings**
___ 78001 Different parts of speech
___ 78002 Same, must be used in a sentence
___ 78003 Change with accent

___ 800 **Time/Identity Signal Words**
___ 80001 Pronoun referents
___ 80032 Question words
___ 80033 Signal words

___ 820 **Word Meanings**
___ 82001 Synonyms
___ 82002 Homonyms
___ 82003 Antonyms
___ 82004 Abstract word meanings
___ 82005 Technical vocabulary
___ 82036 Word-analogies

___ 840 **Context: Use surrounding words**

STUDY SKILLS

READING IN THE CONTENT AREA

___ 862 **Reading Rate**
___ 86231 According to reading purpose
___ 86232 Skim/scan

___ 880 **Following Directions: Directions for a subject area**

___ 900 **Chart/Graph/Map Reading**
___ 90031 Charts
___ 90032 Graphs
___ 90033 Road maps
___ 90034 Topical/geographical maps
___ 90035 Diagrams/timelines

___ 920 **Locational Skills**
___ 92031 Alphabetical order
___ 92032 Dictionary/encyclopedia
___ 92002 Telephone directory
___ 92003 Newspapers
___ 92033 Library references
___ 92034 Best source of information

___ 940 **Organizing**
___ 94001 Take notes
___ 94002 Outline format
___ 94003 Bibliography
___ 94004 Use study method
___ 94005 Summarize
___ 94006 Footnotes
___ 94007 Cross-reference

___ 960 **Survival Skills**
___ 96031 Signs/labels
___ 96032 Forms
___ 96033 Schedules
___ 96034 Consumer information

READS IN _____
(specify if other than English)

PUBLISHER _____

SERIES _____

BOOK _____

PAGE _____

1987 EDITION *

NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST

MATH

NAME _____ STUDENT ID _____ GRADE _____ DATE _____

TEACHER _____ SCHOOL _____

READINESS

___ 002 Color
- ___ 00231 Match colors
- ___ 00232 Identify basic colors
- ___ 00233 Identify other colors
- ___ 00234 Match color and word

___ 028 Spatial Relations
- ___ 02801 Recognize relation of one object to another (left/right, on/under...)

___ 031 Time Relations
- ___ 03101 Recognize time relations (before, during...)

___ 059 Size Relations
- ___ 05931 Identify size relations (small/large...)
- ___ 05932 Order by size

___ 062 Measurement Relations
- ___ 06231 Identify weight relations
- ___ 06232 Identify length relations (Ex. short/long...)
- ___ 06233 Identify area relations (larger, smaller...)
- ___ 06234 Identify volume relations (empty/full...)
- ___ 06235 Order objects (short to long...)

NUMBER MEANING

___ 069 History of Numeration Systems
- ___ 06931 Roman numerals
- ___ 06932 Other systems

___ 070 Numeral and Associated Word Name
- ___ 07031 Read numerals 0-9
- ___ 07032 Write numerals 0-9
- ___ 07033 Match numeral to word 1-10
- ___ 07034 Read numerals 0-20
- ___ 07035 Write numerals 0-20
- ___ 07036 Read numerals > 20
- ___ 07037 Write numerals > 20
- ___ 07038 Match numeral to word > 10

___ 073 Signs and Associated Word Names
- ___ 07331 +, - and word names
- ___ 07332 x, ÷ and word names
- ___ 07333 >, <, = and word names

___ 076 Ordination
- ___ 07601 Identify ordinal position (first, second...)

___ 079 Counting
- ___ 07931 Count by 1's: 1-10
- ___ 07932 Count by 1's: 1-20
- ___ 07933 Count by 1's: 1-100...
- ___ 07934 Count by 2's
- ___ 07935 Count by 5's
- ___ 07936 Count by 10's
- ___ 07937 Count by 100's
- ___ 07938 Count by other groupings (3's, 4's, 6's...)
- ___ 07939 Count by odd or even numerals
- ___ 07940 Complete sequence (1, 2, _, 4, 5)
- ___ 07941 Identify numbers before and after (_, 4, _)
- ___ 07942 Solve problems involving comparison of numbers

___ 080 Exponents
- ___ 08031 Identify exponent and base
- ___ 08032 State Exponents as factors
- ___ 08033 Name standard number for exponential number
- ___ 08034 Multiplication of exponents
- ___ 08035 Division of exponents
- ___ 08036 Square root

___ 081 Factorials
- ___ 08131 Write factorials as factors

WHOLE NUMBERS

___ 082 Place Value
- ___ 08202 Identify value or place of each digit in a two-digit numeral
- ___ 08203 Identify value or place value of each digit in a three-digit numeral
- ___ 08204 Identify value or place value of each digit in a four-digit numeral
- ___ 08205 Identify value or place value of each digit in a numeral with five or more digits

___ 085 Expanded Notation
- ___ 08531 In words or as multiples of ten

___ 086 Scientific Notation
- ___ 08631 Expressed by ten to a power

___ 087 Properties of Whole Numbers
- ___ 08731 Commutative property
- ___ 08732 Associative property
- ___ 08733 Distributive property
- ___ 08734 Additive identity (0)
- ___ 08735 Multiplicative identify (1)

___ 092 Rounding
- ___ 09231 Round to nearest place
- ___ 09232 Check reasonableness of answer

___ 119 Addition
- ___ 11931 Identify terms (Addend, sum...)
- ___ 11932 Sums thru 5
- ___ 11933 Sums thru 10
- ___ 11934 Sums thru 18

*All skills which appeared in the original edition, but do not appear in this edition, will also print on students record when reported.

11935 Column addition
11936 Addition, no regrouping
11937 Addition, regrouping
11938 Addition word problems
11939 Check problems
11940 Mental computations
11941 Estimate sum

152 Subtraction
15231 Identify terms (minuend, difference...)
15232 Subtraction combinations thru 5
15233 Subtraction combinations thru 9
15234 Subtraction combinations thru 18
15235 Subtraction, no regrouping
15236 Subtraction, regrouping
15237 Subtraction with 0
15238 Subtraction word problems
15239 Check problems
15240 Mental computations
15241 Estimate difference

182 Multiplication
18231 Identify terms (factor, product...)
18232 Facts 0's thru 5's
18233 Facts 6's thru 9's
18234 By one digit, no regrouping
18235 By one digit, regrouping
18236 Multi-digit multiplier
18237 Multiplication word problems
18238 Check problems
18239 Mental computations
18240 Estimate product

206 Division
20631 Identify terms (divisor, quotient...)
20632 Single-digit divisor, no remainder
20633 Single-digit divisor, remainder
20634 Multi-digit divisor, no remainder
20635 Multi-digit divisor, remainder
20636 Division word problems
20637 Check problems
20638 Mental computations
20639 Estimate quotient

FRACTIONS

242 Fraction Basics
24231 Identify terms (numerator, denominator...)
24232 Relate proper fractions to parts of objects
24233 Relate improper fractions to objects
24234 Equivalent fractions
24235 Compare fractions
24236 Ratio
24237 Proportion

261 Factoring
26101 Composite number or Prime factorization

264 Simplifying Fractions
26431 Proper, improper or mixed

267 Least Common Multiples
26701 Two or more whole numbers

270 Greatest Common Factor
27031 Two or more whole numbers

275 Addition of Fractions
27531 Like denominators, proper fractions
27532 Like denominators, proper + mixed
27533 Like denominators, mixed + mixed
27534 Unlike denominators, LCD one denominator
27535 Unlike denominators, LCD not a denominator
27536 Word problems/activities

286 Subtraction of Fractions
28631 Proper, like denominators
28632 Proper, unlike denominators
28633 Mixed, unlike denominators, LCD one denominator (no regrouping)
28634 Mixed, unlike denominators, LCD one denominator (regrouping)
28635 Mixed, unlike denominators, LCD not a denominator (no regrouping)
28636 Mixed, unlike denominators, LCD not a denominator (regrouping)
28637 Word problems/activities

308 Multiplication of Fractions
30831 Proper x proper
30832 Proper x whole number
30833 Proper x mixed
30834 Word problems/activities

317 Division of Fractions
31731 Reciprocals
31732 Proper ÷ proper
31733 Proper and mixed
31734 Proper and whole numbers
31735 Mixed and mixed
31736 Word problems/activities

DECIMALS

351 Place Value of Decimals
35101 A single-digit decimal numeral (.1-.9)
35102 Identify value or place in a two-digit decimal
35103 Identify value or place in a three-digit decimal
35104 Identify value or place in a four-digit decimal
35105 A decimal numeral with five or more places, name specified place value or digit
35106 Reads decimal numerals

354 Rounding of Decimals
35401 Round to nearest tenths, hundredths, etc.

357 Equivalent Decimals
35701 Convert to equivalent decimal

360 Fractions to decimals
36031 A mixed numeral, denominator is multiple of ten
36032 A fraction, denominator not a multiple of ten

363 Decimals to fractions
36301 A one-place decimal
36302 A two-place decimal
36303 A mixed decimal

366 Repeating Decimals to Fractions
36631 Fraction or mixed [illegible]

368 **Addition of Decimals**
- 36831 Same place value, no regrouping
- 36832 Different place value, no regrouping
- 36833 Same place value, regrouping
- 36834 Different place value, regrouping
- 36835 Word problems/activities

380 **Subtraction of Decimals**
- 38031 Same place value, no regrouping
- 38032 Different place value, no regrouping
- 38033 Same place value, regrouping
- 38034 Different place value, regrouping
- 38035 Word problems/activities

392 **Multiplication of Decimals**
- 39231 Whole times decimal
- 39232 Same place value
- 39233 Different place value
- 39234 Word problems/activities

401 **Division of Decimals**
- 40131 Whole number & decimal fraction
- 40132 Decimal fractions without rounding
- 40133 Decimal fractions with rounding
- 40134 Word problems/activities

404 **Estimation of Decimals**
- 40431 Locate number of places
- 40432 Rounds to estimate answer

PERCENT

420 Terms and Symbols
- 42001 Identify symbol

423 Decimal to Percent
- 42301 A two-place decimal fraction
- 42302 A three-place decimal fraction
- 42303 A decimal fraction in units and tenths

426 Percent to Decimal
- 42601 A percent < 10% > 1%
- 42602 A percent < 100% > 10%
- 42603 A percent < 1000% > 100%
- 42604 A percent in decimal fraction form
- 42605 A percent in mixed fraction form

429 Fractions to Percent
- 42901 A unit fraction with a denominator of 2, 4, 5 or 10
- 42902 A nonunit fraction with a denominator a factor of 100
- 42903 A fraction with a denominator not a factor of 100

432 Percent to Fraction
- 43201 A percent < 10% > 1%
- 43202 A percent < 100% > 10%
- 43203 A percent < 1000 % > 100%
- 43204 A percent in decimal fraction form
- 43205 A percent in mixed fraction form

435 A % of B =
- 43501 (A) is whole (>10%, <100%) (B) is whole
- 43502 (A) is whole (>1%, <10%) (B) is whole
- 43503 (A) is whole (>100%, <1,000%) (B) is whole
- 43504 (A) is a mixed fraction, (B) is whole
- 43505 (A) is a mixed decimal fraction, (B) is whole
- 43536 Word problems/activities

438 A % of ___ = C
- 43801 (A) is whole, (C) is whole
- 43802 (A) is a mixed decimal fraction, (C) is whole
- 43833 Word problems/activities

441 ___ % of B = C
- 44101 (B) is whole, (C) is whole
- 44102 (B) is a decimal fraction, (C) is a decimal fraction
- 44133 Word problems/activities

MEASUREMENT

449 Linear Measurement
- 44931 Use arbitrary units to measure length
- 44932 Use customary units to measure length
- 44933 Use metric units to measure length
- 44934 Use abbreviation, symbols and vocabulary of length measurement
- 44935 Word problems/activities

450 Conversions, Customary Units
- 45001 Identify linear units and subunits

456 Conversions, Metric Units
- 45601 Identify linear units and subunits

462 Measuring Perimeter
- 46201 A customary unit of linear measurement and a simple geometric shape
- 46202 A unit of metric linear measurement and a simple geometric shape

468 Computing Perimeter
- 46831 Use formula

465 Scaling, Maps and Drawings
- 46531 Measure and identify scaled distances

475 Circular Measurement
- 47531 Calculate circumference
- 47532 Calculate radius/diameter from circumference
- 47533 Word problems/activities

477 Measuring Area by Tiling Grids,....
- 47701 Use arbitrary units
- 47732 Use customary/metric units

480 Computing Area of Rectangle
- 48002 Sides given
- 48003 Area and one side given

483 Computing Area of Parallelogram
- 48302 Sides given
- 48303 Area and one dimension given

486 Computing Area of Right Triangle
- 48602 Height and base given
- 48603 Area and one dimension given

489 Computing Area of Non-Right Triangles
- 48902 Height and base given
- 48903 Area and one dimension given

492 Computing Area of Circle
- 49202 Given radius or diameter
- 49203 Find radius or diameter when area given

495 Relations Between Perimeter and Area
- 49501 Different areas with same perimeter

504 Computing Surface Area of a Rectangle Solid
- 50431 Calculates surface area

507 Land Measurements
- 50701 Acres
- 50732 Hectares

510 Word Problems/Activities in Computing Areas
- 51031 Use formula

513 Measuring Volume
- 51301 Measure in arbitrary units
- 51302 Identify volume given in arbitrary units
- 51333 A rectangular solid
- 51334 An irregularly shaped solid
- 51335 Word problems/activities

515 Time
- 51531 Tell time to the hour
- 51532 Tell time to the half-hour
- 51533 Tell time to the quarter-hour
- 51534 Tell time to five-minute intervals
- 51535 Tell time to the minute
- 51536 Solve problems involving time
- 51537 Solve problems involving a calendar
- 51538 Tell how many days per week; days, weeks, months per year
- 51539 Order the days of the week, months and seasons of the year

524 Measuring Temperature
- 52431 Read a Farenheit gauge
- 52432 Read a Celsius gauge
- 52433 Word problems/activities

531 Measuring Weight
- 53102 Use customary units to measure weight
- 53103 Use metric units to measure mass
- 53133 Converts customary to subunits
- 53104 Converts metric to subunits
- 53135 Word problems/activities
- 53136 Use abbreviation, symbols or vocabulary

534 Measuring Capacity
- 53431 Convert customary units to subunits
- 53432 Convert metric units to subunits
- 53433 Word problems/activities
- 53434 Use abbreviation, symbols and vocabulary

536 Money
- 53631 Identify value of U.S. coins
- 53632 Order coins by value
- 53633 Identify value of U.S. bills
- 53634 Order bills by value
- 53635 Determine value of like coins
- 53636 Determine value of unlike coins
- 53637 Determine value of like bills
- 53638 Determine value of unlike bills
- 53639 Determine value of coins and bills
- 53640 Word problems/activities
- 53641 Relation between place value and money
- 53642 Make change
- 53643 Convert money of equivalent value

554 Estimation
- 55431 Distance or length
- 55432 Weight
- 55433 Volume

GEOMETRY

556 Lines
- 55631 Identify straight lines, curved lines...

557 Shapes
- 55731 Match shapes
- 55732 Identify basic two-dimensional shapes
- 55733 Identify basic three-dimensional shapes

558 Types of Quadrilaterals
- 55831 Distinguishing properties
- 55832 Name a quadrilateral
- 55833 Identify a quadrilateral

561 Parallel, Perpendicular, Intersecting Lines
- 56131 Name lines
- 56132 Identify lines

564 Exterior/Interior Regions of Closed Curves
- 56401 Identify exterior, interior

567 Symmetry of Objects or Figures
- 56701 Identify symmetric figures
- 56702 Identify lines of symmetry

570 Midpoint of a Line
- 57001 Identify midpoint

573 Points Lying in a Common Plane
- 57301 Identify points on a common plane

576 Intersection of Planes
- 57601 Identify intersection of planes

579 Intersection of Lines and Planes
- 57901 Identify intersection of line with plane

582 Parrallel and Non-Parallel Planes
- 58201 Identify parallel or non-parallel planes

585 Coordinates and Points
- 58501 Identify coordinates or points on a grid
- 58502 Identify a point or an ordered pair
- 58503 Identify places from map coordinates

588 Obtuse, Acute and 90° Angles
- 58831 Name an angle
- 58832 Identify angle
- 58802 Measure an angle

___ 591 Congruency of Angles Formed by Intersecting Lines
- ___ 59101 Formed by two lines
- ___ 59102 Formed by Parallel lines

___ 592 Translations, Reflections, Rotation
- ___ 59231 Translations
- ___ 59232 Reflections
- ___ 59233 Rotations

___ 593 Congruent and Similar Triangles
- ___ 59331 Congruent
- ___ 59332 Similar

___ 594 Diameter, Radius and Chord of a Circle
- ___ 59401 Identify diameter, radius, chord

___ 597 Altitude and Base of a Triangle
- ___ 59701 Identify base and altitude

___ 600 Pythagorean Relationship
- ___ 60001 Identify relationship
- ___ 60002 Identify formula

PROBABILITY AND STATISTICS

___ 603 Tallying
- ___ 60301 Use tally marks

___ 605 Graphs
- ___ 60531 Bar
- ___ 60532 Line
- ___ 60533 Circle
- ___ 60534 Picto
- ___ 60535 Data Tables

___ 608 Sample Statistics
- ___ 60831 Mean/Average
- ___ 60832 Median
- ___ 60833 Mode
- ___ 60834 Range

___ 610 Probability
- ___ 61031 Express as a ratio

EQUATIONS AND INTEGERS

___ 611 Equations
- ___ 61131 One Step
- ___ 61132 Multiple steps

___ 614 Integers
- ___ 61431 Identification
- ___ 61432 Ordering
- ___ 61433 Addition
- ___ 61434 Subtraction
- ___ 61435 Multiplication
- ___ 61436 Division
- ___ 61437 Absolute value

___ 619 Write/Solve Equations from Words
- ___ 61931 Phrase to mathematical statement
- ___ 61932 Mathematical statement to phrase
- ___ 61933 Sentence to equation
- ___ 61934 Solve equation involving whole or fractional numbers
- ___ 61935 Solve equation involving positive or negative numerals

SETS

___ 640 Set Recognition
- ___ 64031 Sorts sets
- ___ 64032 Identify sets

___ 641 Set Comparison
- ___ 64131 Equivalent sets
- ___ 64132 Nonequivalent sets
- ___ 64133 Sets with more/fewer members

___ 642 One-To-One Matching
- ___ 64231 Match members of equivalent sets
- ___ 64232 Associates counting numbers to a set

___ 643 Set-To-Numeral Comparison
- ___ 64331 Match sets of zero to five with numerals 0-5
- ___ 64332 Match sets of six to ten with numerals 6-10

___ 644 Joining and Separating Sets
- ___ 64431 Join sets to form sets of one to ten
- ___ 64432 Separate sets into subsets

___ 646 Patterns
- ___ 64631 Duplicate patterns
- ___ 64632 Complete pattern sequences

___ 684 Venn Diagrams
- ___ 68431 Subsets
- ___ 68432 Union
- ___ 68433 Intersection

ELECTRONIC TECHNOLOGY

___ 696 Calculators
- ___ 69631 Keyboard familiarity
- ___ 69632 Practical application

___ 699 Computers
- ___ 69931 Keyboard familiarity
- ___ 69932 Terminology
- ___ 69933 Practical application
- ___ 69934 Programming

SECONDARY CREDIT

The purpose of this part of the Educational Record is to create a cumulative documentation of the migrant student's secondary school credits. For those students who log several partial credits in a course, it may provide a means to integrate these partial credits.

As soon as the student reaches eighth grade, the secondary credit data begins printing after school history data. The graduation requirements of the designated high school are printed out for reference. A blank section entitled "secondary credit reporting form" appears on the print-out. At the close of the school year, the courses and grades for the fall semester and courses and grades for spring semester will be entered on this section of the record. These are recorded in red ink following the format on the reverse page. Note the final semester grade may be either numeric or alpha characters. The records are based on a semester equaling one unit. If a full year course is recorded, it equals 2 units.

Migrant teachers may be able to obtain year-end grades before the last day of school by contacting classroom teachers directly and requesting grades for migrant students. A form letter soliciting these can be put in the teachers' mail boxes. The use of letter grades may make it easier to obtain grades in a timely manner.

If final grades are not available before school ends, please make arrangements with the guidance office to send the information out to the migrant teacher. In this case, the migrant teacher needs to keep the State office informed on when the completed records will be available.

DEFINITIONS
(refer to Secondary Credit Reporting Form)

1. subject - this is a generic description and is taken from the subject titles list on the reverse side

2. course title - this is specific; EXAMPLE English II or English-SP (special)

3. course grade level - the grade level at which the course is recommended to be taken

4. type of term - semester

5. term - FALL, SPRING

DEFINITIONS (continued)

6. no. of terms - semester-1; quarter-.5; year-2

7. designated high school - school where the student plans to graduate

****

KEY CONCERNS

1. At year end, for each student, record courses and final grades on secondary credit reporting form of educational record. Use RED INK.

2. Send transit copy for each student, with secondary, supplemental, and test data to State Office by mid-June.

****

SUBJECT TITLES FOR SECONDARY CREDIT ACCRUAL

AGRI	DRIVER ED	INDUSTRIAL ARTS	RESOURCE ROOM
ART	ECONOMICS	JOURNALISM	R O T C
AUD VIS ASST	ENGLISH	LANGUAGE ARTS	SCIENCE
BILINGUAL ED	E S O L	LAW	SOCIAL STUDIES
BUSINESS ED	FREE ENTERPRISE	LIBRARY AIDE	SPECIAL ED
CAREER ED	FOREIGN LANG	LIFE SKILLS	SPEECH
CIVICS	GEOGRAPHY	MKTG DISTB ED	TEACHERS ASST
COMMUNICATIONS	GOVERNMENT	MATH	TRADE TECHNICAL
COMPUTER SCI	GUIDANCE INTERN	MUSIC	VOCATIONAL ED
CRAFTS	HEALTH	PHYSICAL ED	WORK STUDY
DANCE	HISTORY	PSYCHOLOGY	READING
DRAMA	HOME ECONOMICS	HUMANITIES	PERSNL FINANCE

FIG. 4

REVISED--JULY 24, 1985

EXAMPLES OF LEGALITIES WHEN COMPLETING THE SECONDARY CREDIT REPORTING FORM

ENCODING AND INTERPRETATION SECONDARY CREDIT REPORTING FORM

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HRS IN CLASS	FINAL GRADE	NO OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
ALPHA	ALPHA-NUMERIC	9-12 NUMERIC	000-100 NUMERIC	NUMERIC 01-99	ANY A-Z	DEC 0 1 2 3 4 5	ALPHA	ALPHA	A-Z	9
15	15	2	3	2	1	1	10	1	1	2
1	1	1	3	2	1	1	2	3	3	2
The generic title as determined by the reporting school. Must match list from NSRTS	The specific title of the course as determined by reporting school	Grade level in which subject is usually taught, not student grade.	The student withdrawal grade expressed in percentage of work quality	The actual number of hours that the student attended indicated class	Grade for course in which official credit is being granted. F or - or decimals are counted as characters	The number of terms for which official credit is being granted.	An enrolling school may consolidate one or more lines of partial course work from two or more schools into a single credit line.	SEM YR TRI QUTR YEAR	YEAR WNTR FALL SUMR SPR 10 to 01	The year in which the course was taken
X	X	X						X	X	X

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL CITY STATE

NOTE The following are required data items - Subject, Course Title, Course Grade Level, Type of Term, Term and Year

1) If a non-credit course is taken or required, UG (Ungraded) should be entered in the "FINAL" Grade Column of the credit granted section and a descinator of "NC" should be entered in the Number of Terms Column

2) The type of term (CA09) must remain constant on a given SH line.

3) The number of terms field must be less than one if used with partial grades. The legal entries listed above in "NO. of Terms" are valid only if a final grade is entered.

11/9/84 X=Required Field

SUPPLEMENTAL PROGRAMS

The purpose of this section of the educational record is to list all program services which are provided by the migrant teacher to each migrant student. The term "supplemental" may be misleading. ALL migrant services to migrant students, active and inactive, are considered supplemental to the regular school program and are listed.

This information is useful at the state level in evaluating state performance and in program planning. It is useful at the local school level in assessing need and in curriculum planning.

All educational records for migrant students will be updated with supplemental program data each school year. The program descriptions and identifier codes are listed on the next page. In preparing to list codes, combine the hours of service that fall under a single code. For example:

Pupil Services (025) may include -

Counseling	16 hrs.	9/16 - 6/10
Home Visits	3 hrs.	9/4
Testing	4 hrs.	10/12, 4/13
Personal Hygiene Arrangements	5 hrs.	10/4 - 5/29
	28 hrs.	

The entry would appear as -

025 9/4/86 - 6/10/87 28 hrs.

Under the section entitled "current supplemental programs", list the identifier codes, start and end dates, and total hours for each code just as illustrated above. These entries are made in RED INK on the transit copy of each student's latest educational record. Note, this entry is combined with the educational skills update or with the secondary credit update. Test data is also entered at these times.

If a student terminates, record supplemental program information directly on the termination report, rather than the educational record. Skills and test information are also recorded directly on the termination report.

If you are providing an academic service to a student but cannot find a code listing, use 005 tutorial secondary or 016 tutorial elementary.

All migrant children in a school with a migrant teacher should receive:

RIF books	020	1 hr.
Home Visit	025	1 hr.
Needs Assessment	029	1 hr.

Pre-school currently migrant children should receive:

RIF books and Pre-school Packets	020	1 - 3 hrs.
Home Visit	025	1 hr.
Needs Assessment (Include Health)	029	1 hr.

KEY CONCERNS

1. List all migrant services to migrant students under supplemental programs on educational record.

2. Supplemental Program information must be recorded for all students: active and inactive.

3. Use code indicators from attached list. Enter start and end dates and total hours for each code.

4. Make all update changes in RED INK.

5. Submit information to Maine Migrant Office in June.

6. List supplemental codes, dates and hours directly on termination report for students terminated from local program.

SUPPLEMENTAL PROGRAMS
CODES/SERVICE AREAS

SERVICE AREA	CODE	DESCRIPTION
ACADEMIC SERVICES English for Speakers of Other Languages	001	English as a Second Language
Tutorial Math	003	K-8 Supplemental Math Basic Skills, practice/drill Hands On/Problem Solving Concept Development
Tutorial Reading	004	K-8 Supplemental Reading Reading Readiness Comprehension Work Skills/Vocabulary Reading for Pleasure
Tutorial Secondary	005	Individual & Small Group Science Social Studies Study Skills
Vocational Education	007	Individual & Small Group Vocational Course Tutoring
Career Education	008	Job Goal Identification Helping Students Get Jobs Job Applications Referrals
Gifted	009	Enrichment Scholarship Information
Higher Mathematics	013	Algebra/Geometry
Other Language Skills	014	Oral Communication Skills Listening Skills, Vocabulary Speech Patterns Written Communication Skills Spelling, Grammar, Penmanship Experience Stories Creative Writing, etc.
Tutorial Elementary	016	Individual & Small Group Science/Social Studies Study Skills
Health Education/Safety	017	Instruction/Activities in Health and Safety Factors Physical, Social, Environmental

SERVICE AREA	CODE	DESCRIPTION
ACADEMIC SERVICES (cont'd)		
Computer Literacy	018	Operation and use of Computer Knowledge Skill Development
Multi-Cultural Education	019	Ethnic and National Cultures Awareness, Knowledge Creating Acceptance
Special Activities	020	Short-term Activities RIF, Field Trips Summer Camp, Music Arts and Crafts Leadership Training
SUPPORT SERVICES		
Pupil Services	025	Counseling Talking with Students Home/School Coordination Home Visits Social Work Dental Health Personal Hygiene Arrangements Abuse Concerns Referral to Medical Help Guidance/Monitoring Testing Parent Conferences
Nutrition	026	Discussion of Eating Habits School Lunch (Summer Program) Breakfast Arrangements
Pupil Transportation	027	Transport of Students To and From School (Summer) Field Trips
At-Risk	028	Potential Drop-outs Drop-outs
Needs Assessment	029	Determination of Need
Handicapped	035	Special Education

TEST DATA

Test data appears as a section under supportive data on the student's educational record. Each local migrant project now has a norm-referenced testing program in place. The results of that testing program are reported to the migrant teacher in terms of grade equivalent, percentile, and for many tests, Normal Curve Equivalents (NCEs). If the NCE score is not given, it can easily be found by referring to the percentile/NCE chart on the next page.

The required information for entry in the test data section of the educational record includes:

* the test code (see code listing)
* test form and level
* the NCE score
* score type - N(indicating NCE)
* data of test administration

Do not list the test name; this is encoded via the numerical code and will print-out automatically.

All norm-referenced tests can be entered on the MSRTS educational record. If the test administered in the local program does not appear on the code list, call the evaluation consultant in the State Migrant Office for the MSRTS test code number.

Test data will be submitted on the educational record following the same schedule as supplemental program data. It is recorded in <u>RED INK</u> on the transit copy.

****

KEY CONCERNS

1. Consult the MSRTS code list or State Office to record the correct test code.

2. Enter on educational record using RED INK.

3. Include test code, form, level, NCE score, score type N, and date of administration.

4. Submit to the State Migrant Office following schedule for elementary and secondary year-end data.

****

MSRTS TEST CODES

California Achievement Test (CAT) 300

CAT - Reading		301
CAT - Math		302

Iowa Test of Basic Skills (ITBS) 2400

ITBS - Reading		2401
ITBS - Math		2404

Language Assessment Battery (LAB) 2700

LAB - Listing	K-2	2701
	3-6	2702
LAB - Reading	K-3	2704
	3-6	2705

Language Assessment Scales (LAS) 2800

LAS - Level I	English	2801
LAS - Level II	English	2802
LAS - Level III	English	2805
LAS - Level IV	English	2807
LAS - Level V	English	2809

Metropolitan Achievement Test (MAT) 500

MAT - Reading	502
MAT - Math	513

SRA Survey of Basic Skills (SRASBS) 8200

SRASBS - Reading	8201
SRASBS - Math	8203

Stanford Achievement Test (SAT) 200

SAT - Reading	201
SAT - Math	202

Stanford Diagnostic Test (SDRT) (SDMT)

SDRT - Reading	700
SDMT - Math	800

Test of Academic Proficiency (TAP) 8800

TAP - Reading	8802
TAP - Math	8801

Percentile to Normal Curve Equivalent

Conversion Table

%ile	NCE	%ile	NCE	%ile	NCE
1	1.0	34	41.3	67	59.3
2	6.7	35	41.9	68	59.9
3	10.4	36	42.5	69	60.4
4	13.1	37	43.0	70	61.0
5	15.4	38	43.6		
6	17.3	39	44.1	71	61.7
7	18.9	40	44.7	72	62.3
8	20.4			73	62.9
9	21.8	41	45.2	74	63.5
10	23.0	42	45.8	75	64.2
		43	46.3	76	64.9
11	24.2	44	46.8	77	65.6
12	25.3	45	47.4	78	66.3
13	26.3	46	47.9	79	67.0
14	27.2	47	48.4	80	67.7
15	28.2	48	48.9		
16	29.1	49	49.5	81	68.5
17	29.9	50	50.0	82	69.3
18	30.7			83	70.1
19	31.5	51	50.5	84	70.9
20	32.3	52	51.1	85	71.8
		53	51.6	86	72.8
21	33.0	54	52.1	87	73.7
22	33.7	55	52.6	88	74.7
23	34.4	56	53.2	89	75.8
24	35.1	57	53.7	90	77.0
25	35.8	58	54.2		
26	36.5	59	54.8	91	78.2
27	37.1	60	55.3	92	79.6
28	37.7			93	81.1
29	38.3	61	55.9	94	82.7
30	39.0	62	56.4	95	84.6
		63	57.0	96	86.9
31	39.6	64	57.5	97	89.6
32	40.1	65	58.1	98	93.3
33	40.7	66	58.7	99	99.0

(7/89)

SPECIAL EDUCATION CONTACT DATA

Beginning with school year 1989-90 special education contact data will be entered on the educational record for migrant students who receive special education services. When the student moves, it alerts the record user that information is available concerning special education needs of the student.

The information for entry in this section of supportive data includes:

* Name of contact
* School Address (2 lines only)
* City
* State, Zip
* Telephone

City, state and telephone are required data. This information will print out for only 365 days from entry, so it must be re-entered annually if still appropriate.

****

KEY CONCERNS

1. This is only for special education students.

2. City, state and telephone must be entered.

3. If student continues to receive special education services, data must be re-entered each year.

****

0023092 LANGUAGE FOR INSTRUCTION NEEDS UPDATING MEBKXT / ME AUG1 1000

DATE 01/31/86

M I G R A N T S T U D E N T E D U C A T I O N A L R E C O R D

 STUDENT ID 15181175 JST

DOE, JOHN

[redacted] DATA	PLACE OF BIRTH	TERMINATION	PARENT DATA	HOME BASE
SEX = F	SITE :	TYPE:	LEGAL PARENTS:	MONMOUTH
DOB = 07/22/72	ADDRESS:	DATE:		ME
VER = N	CITY : KINGSTON	F.L.Q.:	RAMONDINO, JOHN	
AGE = 13	ST/ZIP : NY	DATE:	RAMONDINO, NANCY	CURRENT RESIDENCE
	COUNTY :	SCHOOL:		
RACE = 5	COUNTRY:		CURRENT PARENTS:	MONMOUTH
				ME 04259-0000

LAST QUALIFYING MOVE: 03/30/82 END OF ELIGIBILITY: 03/30/88
MOVED FROM: MONMOUTH , ME,
MOVED TO: TURNER , ME

SCHOOL HISTORY DATA

CURR SCHL: JAY JR HS SCHL ID: MECBRM
HLTH RECORD ADDRESSEE: DEPT OF ED AND CULT SERVICES

PREV SCHL: MONMOUTH ACAD SCHL ID: MECBRY
MIGRANT PROGRAM (SH:AG)
MONMOUTH
ME 04259-0000 PH: 207-933-4416

SH	SCHL ID ST SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AC	ME:CBRT		06/28/82	08/06/82	29	24	82		2	S
AD	ME:CBRT		08/06/82	08/05/83					2	
AE	ME:CBRT	03/30/82	08/06/83	06/16/84				06	3	
AF	ME:CBRY	03/30/82	06/17/84	06/16/85				07	3	
AG	ME:CBRY	03/30/82	06/17/85	01/06/86				08	3	
AH	ME:CBRM	01/07/86	01/07/86					08	3	

S E C O N D A R Y C R E D I T D A T A

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1990

DEPT OF ED AND CULT SERVICES MAINE MIGRANT EDUCATION AUGUSTA,ME 04330-0000 PH: 207-289-5170

CONTACT: DONALD CHRISTIE, TITLE I ESEA PH: 207-289-3541

[redacted]RED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AMERICAN HIST	9-12	8	SEM		UNITS NOT SPECIFIED, OTHER REQUIREMENTS ESTABLISHED BY LOCAL BOE'S.
ENGLISH	9-12	8	SEM		4 UNITS
TOTAL		16			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 90

****NO SECONDARY CREDIT DATA HAS BEEN REPORTED****

****NO RECOMMENDED COURSES AVAILABLE****

RECOMMENDED COURSES REPORTING FORM

CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

****EDUCATION RECORD CONTINUED NEXT PAGE****

15181175 JST

SECONDARY CREDIT DATA

SAMPLE: 10th grade SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK: % GRADE	PARTIAL WORK: CLOCK HRS IN CLASS	CREDIT GRANTED: FINAL GRADE	CREDIT GRANTED: NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
ENGLISH	ENGLISH	-			B1	2		SEM	S	
SCIENCE	BIOLOGY-	10			75	2		SEM	S	"
MATH	BUSINESS MATH	9			70	2		SEM	S	"
BUSINESS ED	TYPING	9			70	1		SEM	F	"
HOME ECONOMICS	FOREIGN FOOD	10			83	1		SEM	F	"
" "	CREATIVE COOKING	10			[illegible]	1		SEM	[illegible]	"
" "	SEWING CRAFTS	10			73	1		SEM	[illegible]	"
PHYS ED	PE	-			C1	2		SEM	[illegible]	"

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL | CITY | STATE | YEAR OF GRADUATION 19[illegible]

EDUCATIONAL SKILLS

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		DATE	SH
28501	A NUMBER LINE REPRESENTATION OF THE SUBTRACTION OF LIKE FRACTIONS	IDENTIFIES A NUMBER SENTENCE CORRESPONDING TO THE NUMBER LINE REPRESENTATION	01/05/86	AG
31801	PROPER FRACTIONS HAVING LIKE DENOMINATORS	COMPUTES QUOTIENT	01/06/86	AG
35104B	A PLACE VALUE NAME (TENTHS, HUNDREDTHS, THOUSANDTHS, TEN THOUSANDTHS) AND A FOUR DIGIT DECIMAL NUMERAL (.0001 - .9999)	IDENTIFIES THE DIGIT OCCUPYING THE GIVEN PLACE	05/05/85	AF

INPUT AREA REPORT WHEN MASTERED: CODE | DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH
38101	BOTH DECIMAL FRACTIONS IN TENTHS	COMPUTES THE DIFFERENCE	AG
39301	BOTH DECIMAL FRACTIONS IN TENTHS	COMPUTES PRODUCT	AG
39901	BOTH DECIMAL FRACTIONS IN TENTHS-- NO REMAINDER	COMPUTES QUOTIENT	AG

SKILLS UNDER STUDY CODE

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR. LEVEL	SH
32002	(1) LISTENS FOR (2) IDENTIFIES NATURAL DIVISION OF A WORD.	08	AG
92000	LOCATIONAL SKILLS	08	AG
62001	STATES CAUSE, EXPLAINS THE EFFECT IMPLIED.	08	AG

SKILLS UNDER STUDY: CODE | INSTR. LEVEL

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG.	SUBTOPIC	SH

SKILLS UNDER STUDY: CODE | LANGUAGE

SAMPLE - ELEMENTARY SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR
READING	004	9-15-86	6-5-87	35
" MATH	003	9-15-86	6-5-87	51
SUPPORT SERVICES	025	9-7-86	5-30-87	16

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
TUTORIAL SECONDARY *	5	09/08/84	06/07/85	30	30	AF

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

****EDUCATION RECORD CONTINUED NEXT PAGE****

DATE /31/86 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 3 OF 3 — STUDENT ID 15181175 JST

DOE, JOHN

15181175 JST

SUPPORTIVE DATA

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH

SPECIAL TALENT

DATE	NAME	SH

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - READING	00101			80	P	09/30/84		AF
CTBS - ARITHMETIC	00102			60	P	09/30/84		AF

SPECIAL EDUCATION CONTACT DATA

MIGRANT STUDENT RECORD TRANSFER SYSTEM

HEALTH RECORD

Once the health record of a migrant student is established through the Health Data Entry Form, it need only be updated when significant new information needs to be added. The migrant teacher/recruiter takes the MSRTS print-out and the Health Data Entry Form on the home visit when eligibility is being updated. The MSRTS print-out is used for reference only, any new entries are made on the Health Data Entry Form. When completed, the Data Entry Form is stapled to the MSRTS Health Record and forwarded to the Maine Migrant office late October.

The new health data will be entered on the terminal by January 31. As the new data is received in Little Rock, a new MSRTS Health Record will be generated.

The purpose of the MSRTS Health Record for the migrant student is to build awareness of health needs for the student and provide documentation of immunization and health history, including any conditions that place the student at high risk. This is particularly important for the migrant student because health treatment may occur at many different sites during the eligibility period.

No extra funds are available in the Maine Migrant Education Program for health services. The migrant teacher needs to be aware of community resources and encourage parents to use these existing resources to meet family health needs.

The migrant teacher is expected to promote good health practices through her contacts with migrant students and families. An observance for World Health Day should be planned and a specific activity undertaken with students and/or families.

****

KEY CONCERNS

1. All MSRTS student health records are held in the local project, under lock and key, by a person designated by the superintendent.

2. At the end of the school year or the beginning of the school year, one (1) copy for each student is released to the migrant teacher for home visits.

3. During home visits the MSRTS health record is used as a reference; <u>update entries</u> are made on the Health Data Entry Form, if significant new information is available
or
if the family has requalified within the year.

****

****

KEY CONCERNS (Continued)

4. The Health Data Entry Form with <u>new</u> information is stapled to the MSRTS Health Record and sent to the State Migrant Office by late October.

5. By February, new health records should be received by any students for whom up dates were sent.

****

DATE 06/02/81

M I G R A N T S T U D E N T H E A L T H R E C O R D

DOE, JOHN L

10000000 XYZ

BIRTH DATA
S[redacted] M
DOB = 03/02/69
VER = 8
AGE = 12
MB = 2

PLACE OF BIRTH
WESTSIDE HOSPITAL
P.O. BOX 1244
CLEWISTON
FL 12345-6000
COUNTY : HILLSBORO

LEGAL PARENTS
DOE, JOSE
DOE, MARIA

CURRENT PARENTS
DOE, JOSE
DOE, MARIA

HOME BASE
1212 EAST 1ST STREET
CLEWISTON
FL 12345-0000

CURRENT RESIDENCE
2314 MAPLE LANE
BLOOMSBURG
PA 17815-0000

RECENT HEALTH PROVIDERS

ID: MDXAPN DATE: 07/20/81
MARION STATION MIG. CLINIC
401 EAST 8TH STREET
MARION STATION
MD 54361-0000
PH: 502-678-4200

ID: SCTX88 DATE: 06/11/81
NORTHWEST MEDICAL CENTER
562 WEST 6TH STREET
COLUMBIA
SC 98765-0000
PH: 817-675-6600

ID: FL88CD DATE: 04/06/81
CLEWISTON MIGRANT CLINIC
501 BEALE STREET
CLEWISTON
FL 12345-0000
PH: 506-626-1211

CURRENT SCHOOL
ID: PAC800 ENRL: 08/01/81
CENTRAL JUNIOR HIGH
EAST 8TH STREET
BLOOMSBURG
PA 17815-0000
MIGRANT STATUS: 1

PROBLEM LIST

ICD GROUP	CONDITION	PROB FREQ	EARLIEST INCIDENCE PROV	ENC #	DATE	LATEST INCIDENCE PROV	ENC #	DATE
	CHRONIC							
493	ASTHMA	1				FL88CD	134979	04/01/81
475	PERITONSILLAR ABSCESS	2	FL88CD	129429	03/05/78	SCTX83	796049	06/11/81
	ACUTE							
034	STREPTOCOCCAL SORE THROAT AND SCARLET FEVER	1				MDXAPN	796049	07/20/81

PATIENT HISTORY

[redacted] PERSONAL HISTORY OF CERTAIN OTHER DISEASES
06/01/81 ENC - 127659 - REPORTED FOR SCTX88 BY SCBRRC
ICD - V12.6 - DISEASES OF RESPIRATORY SYSTEM
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

V14 PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
06/01/81 ENC - 127659 - REPORTED FOR SCTX88 BY SCBRRC
ICD - V14.2 - PERSONAL HISTORY OF ALLERGY TO PENICILLIN
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

FAMILY HISTORY

V17 FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
06/01/81 ENC - 127659 - REPORTED FOR SCTX88 BY SCBRRC
ICD - V17.41 - HYPERTENSION
OUTCOME - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION

V18 FAMILY HISTORY OF CERTAIN OTHER SPECIFIC CONDITIONS
06/01/81 ENC - 127659 - REPORTED FOR SCTX88 BY SCBRRC
ICD - V18.2 - DIABETES MELLITUS
OUTCOME - YES - INDICATED A FAMILY HISTORY OF THIS CONDITION

SCREENING DATA AND LABS

V72 SPECIAL INVESTIGATIONS AND EXAMINATIONS
06/01/81 ENC - 127659 - REPORTED FOR SCTX88 BY SCBRRC
ICD - V72.89 - HEIGHT
CPT - 90751 - INITIAL HISTORY AND EXAMINATION (AGE 12 THROUGH 17 YEARS)
OUTCOME - NORMAL - 58 INCHES
ICD - V72.81 - WEIGHT
CPT - 90751 - INITIAL HISTORY AND EXAMINATION (AGE 12 THROUGH 17 YEARS)
OUTCOME - NORMAL - 95 LBS

07/10/81 ENC - 134561 - REPORTED FOR MDXAPN BY MDXAPN
ICD - V72.2 - DENTAL EXAMINATION
CPT - 00120 - DENTAL EXAMINATION - PERIODIC
OUTCOME - NORMAL

*****SCREENING DATA AND LABS CONTINUED NEXT PAGE*****

SCREENING DATA AND LABS*****CONTINUED*****

V81 SPECIAL SCREENING FOR CARDIOVASCULAR, RESPIRATORY, AND GENITOURINARY DISEASE
06/01/81 ENC - 127659 - REPORTED FOR SCTX88 BY SCBRRC
ICD - V81.1 - BLOOD PRESSURE
CPT - 90751 - INITIAL HISTORY AND EXAMINATION (AGE 12 THROUGH 17 YEARS)
OUTCOME - NORMAL - 106/66
ICD - V81.31 - URINALYSIS
CPT - 81002 - URINALYSIS, DIPSTICK
OUTCOME - NORMAL

IMMUNIZATION DATA

V04 NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST CERTAIN VIRAL DISEASES

ICD - V04.81 - POLIO ORAL
06/10/78 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75
08/23/78 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75
11/10/71 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75
08/02/75 ENC - 123451 - REPORTED FOR FLSSCD BY FLSSCD ON 08/02/75

V06 NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST COMBINATIONS OF DISEASES

ICD - V06.1 - DIPHTHERIA-TETANUS-PERTUSSIS COMBINED (DTP)
06/10/78 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75
08/23/78 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75
10/31/71 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75
11/10/71 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75
08/02/75 ENC - 123451 - REPORTED FOR FLSSCD BY FLSSCD ON 08/02/75

ICD - V06.4 - MEASLES-MUMPS-RUBELLA (MMR)
07/01/71 ENC - 123451 - REPORTED BY FLSSCD ON 08/02/75

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

UNRESOLVED CHRONIC

475 PERITONSILLAR ABSCESS
05/05/78 ENC - 379429 - REPORTED FOR FLSSCD BY FLSSCD **RESOLVED**
ICD - 475 - PERITONSILLAR ABSCESS
CPT - 42700 - INCISION AND DRAINAGE ABSCESS, PERITONSILLAR
OUTCOME - NORMAL
RX - TRIDMYCIN

06/11/81 ENC - 796049 - REPORTED FOR SCTX88 BY SCBRRC
ICD - 475 - PERITONSILLAR ABSCESS
CPT - 42700 - INCISION AND DRAINAGE ABSCESS, PERITONSILLAR
OUTCOME - NORMAL
CPT - 42720 - RETROPHARYNGEAL OR PARAPHARYNGEAL - INTRAORAL APPROACH
OUTCOME - NORMAL
RX - TRIDMYCIN

493 ASTHMA
06/01/81 ENC - 134979 - REPORTED FOR FLSSCD BY FLSSCD
ICD - 493.1 - INTRINSIC ASTHMA
CPT - 31620 - BRONCHOSCOPY-DIAGNOSTIC - RIGID BRONCHOSCOPE
OUTCOME - ABNORMAL
RX - DEXTROMETHORPHAN

UNRESOLVED ACUTE

034 STREPTOCOCCAL SORE THROAT AND SCARLET FEVER
07/28/81 ENC - 796049 - REPORTED FOR MDXX99 BY MDXX99
ICD - 034.0 - STREPTOCOCCAL SORE THROAT
CPT - 87060 - THROAT CULTURE
OUTCOME - ABNORMAL - FOLLOWUP 08/01/81
RX - AMPICILLIN

*****LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE CONTINUED NEXT PAGE*****

BEST COPY AVAILABLE

DATE 08/02/81 — MIGRANT STUDENT HEALTH RECORD — PAGE 3 OF 3 — STUDENT ID 10000000 XYZ

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE*****CONTINUED*****

RESOLVED

474 CHRONIC DISEASE OF TONSILS AND ADENOIDS
- 04/06/76 ENC - 987659 - REPORTED FOR FLSSCD BY FLSSCD
  - ICD - 474.0 - CHRONIC TONSILLITIS
  - CPT - 90010 - NEW PATIENT - LIMITED SERVICE
  - OUTCOME - ABNORMAL - FOLLOWUP ON 04/21/76
  - RX - ERYTHROMYCIN
- 04/21/76 ENC - 674314 - REPORTED FOR FLSSCD BY FLSSCD **RESOLVED**
  - ICD - 474.0 - CHRONIC TONSILLITIS
  - CPT - 90050 - ESTABLISHED PATIENT - LIMITED SERVICE
  - OUTCOME - NORMAL

692 CONTACT DERMATITIS AND OTHER ECZEMA
- 05/05/77 ENC - 621349 - REPORTED FOR FLSSCD BY FLSSCD **RESOLVED**
  - ICD - 692.6 - DERMATITIS DUE TO PLANTS
  - CPT - 90050 - ESTABLISHED PATIENT - LIMITED SERVICE
  - OUTCOME - NORMAL
  - RX - CALAMINE LOTION
  - RX - BENADRYL CAPSULES

DOE, JOHN L 10000000 XYZ

START-OF-YEAR SUMMARY

The purpose of this form is to gather all information concerning changes in school enrollments, to organize it on a district-wide basis, and to transmit any changes regarding supervisory personnel, school assignments and parent advisory council contacts. It enables our MSRTS data operators to be organized in getting changes made in a timely manner that affect your receiving records on your migrant students. When you list addresses of schools, include the 9-digit zip code for the school.

In order to complete this summary, migrant teachers in a SAD, Union, CSD, or town will need to work together. If you need more pages, please copy the blanks. Staple all pages together, and send with your Home Visit reports, due third Friday in September.

****

KEY CONCERNS

1. List all migrant students who have school enrollment changes.

2. List students with new LQM's even if they returned to the same school.

3. Include pre-school children under sections 3,4,5.

4. All migrant teachers work together and send one (1) report for the SAD, CSD, Union or town.

5. Include all contact information in section 6, even if there is no change.

6. Include 9-digit zip codes for all school addresses listed.

****

School Unit NEWFIELD MSAD #99 Due: 3rd Friday of Se mber

Maine Migrant Education

Start-of-Year Summary

School Enrollment Changes

List all changes in enrollment for migrant students in the various schools in the district. Migrant teachers will need to work together in compiling a complete and accurate list. Note: Students with new eligibility dates should be listed under #2 only.

1. Kindergarten Student Enrollment: List all previously enrolled children (pre-schoolers) who are starting in kindergarten.

STUDENT NAME	START DATE	SCHOOL NAME
ALICE BROWN	9-6-89	CENTER E MENTARY
MISSY WELCH	9-6-89	"
JEFFREY RILEY	9-6-89	NEWFIELD CORNER

2. Students Changing Schools Within District. List those children who are moving from one school to another within the district. Do not include children who have new LQM's. They will be listed under (3).

STUDENT NAME	START DATE	SCHOOL NAME FROM	TO	GRADE
ANDREW BRACKETT	9-6-89	Newfield Corner	Jr/Sr High	7
MERRY JACKSON	9-6-89	Center Elem.	Jr/Sr High	7
AMANDA LIBBY	9-6-89	Center Elem.	Newfield Corner	4

156

3. Students Who Have New Eligibility Dates (COE ✓ attached, __ already sent): List ALL children who have new LQM's (Include pre-schoolers)

STUDENT NAME	LQM DATE	ACTIVITY	SCHOOL DATE	SCHOOL NAME FROM	TO	GRADE
Bobbie Hughes	5-2-89	Blueberries	9-6-89	JR/SR High		"
Emily Carlson	7-2-89	Packing Cardbox	9-6-89	Sawyer	Center Elem.	1
Sandra Clough	7-2-89	"	9-6-89	"	Center Elem.	3

4. Students Who Have Left School: List any children who left school - either by moving away or dropping out (include pre-schoolers)

STUDENT NAME	DATE LEFT	FROM (School)	TO (Expected Destination)
L. Snow	6-15-89	JR/SR High	dropped out
Andrew McPherson	8-1-89	Center Elem.	Woodville ME
Shawn McPherson	"	"	"

5. Students Who Have Transferred Into Your District from Another District (no new LQM): List any children who have arrived in the district, including pre-schoolers, who do not have new LQM's. (New LQM children would be listed under 3)

STUDENT NAME	RESIDENCE DATE	SCHOOL DATE	SCHOOL NAME FROM	TO	GRADE
April Batchelder	7-15-89	9-6-89	Friendship Village	Westfield Corner	2

6. CONTACT DATA:

Migrant Supervisor/Coordinator: Carrie Anderson
(Name)

NOTE: Include 9-digit ZIP codes for all addresses listed.

Center Elementary
(Address)
Newfield, Maine 04556

272-5163
(Phone no.)

Migrant Teacher(s):

Mary Johnson
(Name)
Center Elementary School
(School(s)
Newfield ME 04556
(Work address)
P.O. Box 319, Newfield
(Home address)
272-5163 272-7122
(Work phone) (Home phone)

(Name)
(School(s)
(Work address)
(Home Address)
(Work phone) (Home phone)

(Name)
(School(s)
(Work address)
(Home address)
(Work phone) (Home phone)

(Name)
School(s)
(Work address)
(Home Address)
(Work phone) (Home phone)

Local Parent Advisory Committee Contact Person:

Mrs. Joanne Ricker
(Name)
252 Townsend Avenue
(Home address)
Newfield Maine 04556

272-5552
(Home phone) (Work phone)
(Optional)

	YES	NO
1. Does the local PAC contact person wish to serve on the Maine Migrant Advisory Council?	[ ]	[X]
2. Does the local PAC contact person wish to receive information on Maine Migrant Advisory Council?	[X]	[ ]

MIGRANT TEACHER SCHEDULE

The purpose of this form is to specify time and place of teacher/student contacts. It indicates which students are being tutored on a regular basis, and the distribution of the teacher's time and effort. It can be used in making contact with a teacher who is in more than one school. Since teacher schedules change during the school year, please submit in September and again in January.

There is a section on this form for you to record your preferred school address and your home address and phone number, in case of emergency. Please fill this in, even though this information may not have changed. It provides an accurate check of our records.

In completing this form, every period must be filled in. No gaps in time should appear. Include such items as travel, lunch, other duties. When completed, send to State Migrant Office with your school activity report for October and February.

****

KEY CONCERNS

1. List students' names with time and place of contact.
2. Fill in all time slots for the day.
3. List total teaching time per day.
4. Note planned free periods policy.
5. Send with school activity report for October and February.

****

PREFERRED SCHOOL ADDRESS
CENTER ELEMENTARY
NEWFIELD, ME 04999
SCHOOL PHONE: 272-5163

TEACHER/STUDENT SCHEDULE

TEACHER'S HOME ADDRESS:
RD# 1, Box 24
NEWFIELD, ME 04999

HOME PHONE #:
272-2120

TEACHER: MARY JOHNSON DISTRICT: SAD #99 DATE: 9/23/87

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
School: CENTER ELEM Time: 8:30 - 8:50 Students: DAVID PRITCHARD TRAVIS MILLER	School: CORNER ELEM. Time: 8:15 - 8:45 Students: APRIL BATCHELDER	School: CENTER ELEM. Time: 8:30 - 8:50 Students: TRAVIS MILLER	School: CORNER ELEM. Time: 8:15 - 8:45 Students: APRIL BATCHELDER	School: JR/SR HIGH Time: 8:15 - 9:00 Students: ALFRED JONES
School: CENTER ELEM. Time: 8:50 - 9:10 Students: ANGELA BROWN	School: CORNER ELEM Time: 8:45 - 9:15 Students: PHILLIP SNOW RICKY JONES	School: CENTER ELEM. Time: 8:50 - 9:10 Students: ANGELA BROWN	School: CORNER ELEM. Time: 8:45 - 9:15 Students: PHILLIP SNOW RICKY JONES	School: JR/SR HIGH Time: 9:05 - 9:50 Students: JASON LEE BOBBIE HUGHES
School: CENTER ELEM. Time: 9:10 - 9:50 Students: RANDY CLOUGH 9:50 - 10:05 RECESS	School: CORNER ELEM. Time: 9:15 - 9:45 Students: WILLIAM SNOW 9:45 - 10:15 - PLANNING TIME	School: CENTER ELEM. Time: 9:10 - 9:50 Students: RANDY CLOUGH 9:50 - 10:05 TRAVIS MILLER	School: CORNER ELEM. Time: 9:15 - 9:45 Students: WILLIAM SNOW 9:45 - 10:15 - ANNA COMSTOCK	School: JR/SR HIGH Time: 9:55 - 10:40 Students: MERRY JACKSON
School: CENTER ELEM Time: 10:05 - 10:30 Students: SANDRA CLOUGH BENJAMIN COOKSON	School: CORNER ELEM. Time: 10:15 - 10:45 Students: AMANDA LIBBY	School: CENTER ELEM. Time: 10:05 - 10:30 Students: SANDRA CLOUGH BENJAMIN COOKSON	School: CORNER ELEM. Time: 10:15 - 10:45 Students: AMANDA LIBBY	School: JR/SR HIGH Time: 10:45 - 11:30 Students: ANDREW BRACKETT
Total Teaching Time Daily: 4 hrs. 30 min.	4 hrs. 45 min.	4 hrs. 45 min.	5 hrs. 15 min.	4 hrs. 30 min.

NOTE: Full time teachers list 2 free periods or what the district allows. Half-time teachers list 1 free period or what the district allows.

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TEACHER/STUDENT SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
School: CENTER ELEM Time: 10:30 - 11:00 Students: MARTHA COOKSON 11:00 - 11:30 LUNCH 11:30 - 12:00 TRAVEL	School: CORNER ELEM. Time: 10:45 - 11:15 Students: ANNA COMSTOCK SAMANTHA JONES 11:15 - 12:00 LUNCH/TRAVEL	School: CENTER ELEM. Time: 10:30 - 11:00 Students: MARTHA COOKSON 11:00 - 11:30 TRAVEL 11:30 - 12:00 LUNCH	School: CORNER ELEM. Time: 10:45 - 11:15 Students: ANNA COMSTOCK SAMANTHA JONES 11:15 - 12:00 LUNCH/TRAVEL	School: JR/SR HIGH Time: 11:30 - 12:00 Students: LUNCH
School: JR/SR HIGH Time: 12:00 - 12:45 Students: ANDREW BRACKETT	School: JR/SR HIGH Time: 12:00 - 12:45 Students: BOBBIE HUGHES	School: JR/SR HIGH Time: 12:00 - 12:45 Students: ANDREW BRACKETT	School: JR/SR HIGH Time: 12:00 - 12:45 Students: BOBBIE HUGHES	School: JR/SR HIGH Time: 12:00 - 12:45 Students: ANDREW BRACKETT BOBBIE HUGHES
School: JR/SR HIGH Time: 12:50 - 1:35 Students: JASON LEE	School: JR/SR HIGH Time: 12:50 - 1:35 Students: TIM WELCH MERRY JACKSON	School: JR/SR HIGH Time: 12:50 - 1:35 Students: JASON LEE	School: JR/SR HIGH Time: 12:50 - 1:35 Students: TIM WELCH MERRY JACKSON	School: JR/SR HIGH Time: 12:50 - 1:35 Students: TIM WELCH JASON LEE
School: JR/SR HIGH Time: 1:40 - 2:25 Students: MARY SNOW DONNA MILLER	School: JR/SR HIGH Time: 1:40 - 2:25 Studnets: ALFRED JONES DONNA MILLER	School: JR/SR HIGH Time: 1:40 - 2:25 Students: MARY SNOW DONNA MILLER	School: JR/SR HIGH Time: 1:40 - 2:25 Students: ALFRED JONES DONNA MILLER	School: JR/SR HIGH Time: 1:40 - 2:25 Students: PLANNING TIME

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Please list non-instructional duties: Early bus - 20 min - Corner Elem. once/wk.
Outdoor Recess each Monday 15 min. - Center Elem.
Lunchroom Duty - Jr/Sr High - 1 day/wk - rotating schedule - 30 min.

MIGRANT NEEDS ASSESSMENT

The purpose of the Migrant Needs Assessment listing is to review the needs of individual migrant students, see what program services they are receiving and make recommendations about needed interventions.

The section, At-Risk Indicators, allows you to quantify student's needs, and prioritize for most at-risk. In completing this form, the most-in-need students will generally have the highest scores. One exception may be the high-scoring student whose needs are met through an other program.

The federal statute requires that currently migrant children ages 3-21 inclusive, be given high priority, and, therefore, 30 points are assigned in this column. Currently migrant pre-school children must be included in your assessment of need.

Refer to the Instruction Section for specific information on each category.

****

KEY CONCERNS

1. Include <u>all</u> currently migrant children, ages 3-21 who are identified in your district.

2. Include all school-age settled migrant students.

3. High score generally indicates high priority.

4. Whenever possible, serve first those students with greatest need.

5. Note special circumstances under comments.

6. Place in program records by late September. Update as new students enter program.

7. Submit form to State Migrant Office with November School Activity Report.

****

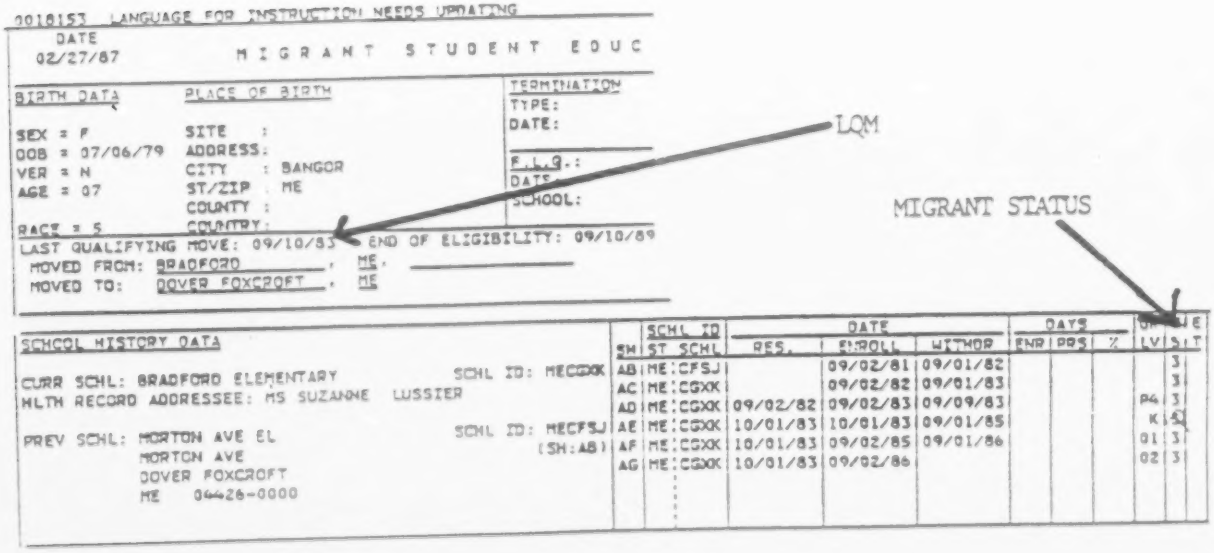
NEEDS ASSESSMENT

EXPLANATION OF TERMS

Migrant Status - this appears on the educational record under School History Data. It is the number in the column headed MS (see chart below).

Currently Migrant - a student whose last qualifying move is within the last year. The migrant status would be 1,2,4 or 5.

Settled Migrant - a student with a migrant status of 3 or 6.


2018153 LANGUAGE FOR INSTRUCTION NEEDS UPDATING
DATE
02/27/87
M I G R A N T S T U D E N T E D U C
BIRTH DATA
SEX = F
DOB = 07/06/79
VER = N
AGE = 07
RACE = S
PLACE OF BIRTH
SITE :
ADDRESS:
CITY : BANGOR
ST/ZIP : ME
COUNTY :
COUNTRY:
TERMINATION
TYPE:
DATE:
E.L.P.:
DATE:
SCHOOL:
LQM
MIGRANT STATUS
LAST QUALIFYING MOVE: 09/10/83 END OF ELIGIBILITY: 09/10/89
MOVED FROM: BRADFORD , ME
MOVED TO: DOVER FOXCROFT , ME
SCHOOL HISTORY DATA
CURR SCHL: BRADFORD ELEMENTARY SCHL ID: MECGXX
HLTH RECORD ADDRESSEE: MS SUZANNE LUSSIER
PREV SCHL: MORTON AVE EL SCHL ID: MECFSJ
MORTON AVE (SH:AB)
DOVER FOXCROFT
ME 04426-0000
SM | SCHL ID ST SCHL | DATE RES. | DATE ENROLL | DATE WITHDR | DAYS ENR | DAYS PRS | DAYS % | GR LV | AGE S | AGE T
AB | ME | CFSJ | | 09/02/81 | 09/01/82 | | | | | 3
AC | ME | CGXX | | 09/02/82 | 09/01/83 | | | | | 3
AD | ME | CGXX | 09/02/82 | 09/02/83 | 09/09/83 | | | | P4 | 3
AE | ME | CGXX | 10/01/83 | 10/01/83 | 09/01/85 | | | | K | 5
AF | ME | CGXX | 10/01/83 | 09/02/85 | 09/01/86 | | | | 01 | 3
AG | ME | CGXX | 10/01/83 | 09/02/86 | | | | | 02 | 3

MIGRANT NEEDS ASSESSMENT

School Unit: MSAD #99
NEWFIELD, ME

Migrant Teacher: Mary Johnsen
Contact Phone: 272-5163

* NOTE: Highest Scores Indicate Greatest Needs

		Personal Data					Program Services Provided							Test Data				At-Risk Indicators														Recommended Interventions							
	Birth date	Student name	Age	Grade	Sex	Bilingual	Chapter 1	Migrant Education	Enrolled not referred	Special education	Alternative Education	Maine Assessment Test Scores R	M	W	Gerates R. Test Score	Burns-Reference NCE Scores	USE Level	Current Migrant	Grade Retention	Limited Eng./Lim. Different/Communication	Poor Attendance	Credit Deficient (Secondary)	Academic Needs	Behavioral Disorders	Recent Emotional Trauma	Physical Health Needs	Social Needs	Family Problems	Total At-Risk Score *	Parent Involvement	Social Service Referral	School Advocacy	Work Experience/ Shadowing	Secondary Scheduling	Post/Sec Preparation	Post Secondary Information	Career Counseling	Comments
			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1989	9-29	Brown, Angela	12	6	6			✓							46	35		-	10				5		10			5	30	✓								Emotional Problems
	9-29	Clough, Randy	11	4	5		✓	✓							34	56		30	20		10		5				5		70	✓		✓						Aggressive Behavior
	9-29	Clough, Sandra	9	3	5		✓	✓							31	22		30	10		10		15						65	✓		✓						
	9-29	Lee, Melissa	10	5	3			✓	✓						86	62		-	-						10				10	✓								
	9-29	Miller, Travis	8	2	2			✓							24	36		30	10				15						55		✓							
	9-29	Pritchard, David	7	2	3										51	60		-	-																			
	10-15	Brown, Alice	5	K	6			✓										-	-				-					5	5	✓								
	10-15	Welch, Missy	6	K	3			✓										-	10				-				5		15	✓		✓						Very shy.

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(* Items 18 through 29 are Maine Migrant Education Office Use Only. See "Migrant Coder for Use Only" for more information.)

INSTRUCTIONS FOR MIGRANT NEEDS ASSESSMENT FORM

How to Use This Form
- When the form is read horizontally it is intended to give a profile of individual needs and services.
- When read vertically the form is intended to give a profile of a group of students (program).

Personal Data/Personal Services Provided
1. DATE ASSESSED: The day, month, and year should be entered.
2. STUDENT NAME: List last name first, by grade.
3. AGE: Enter present age.
4. GRADE: Enter present grade.
5. MIGRANT STATUS: Enter appropriate migrant status (C1, C2, S3, C4, C5, S6)
6. BILINGUAL: Enter a check mark for a student who is in a bilingual or ESL program.
7. CHAPTER 1: Enter a check mark if student is receiving Chapter 1 services other than migrant.
8. MIGRANT EDUCATION: Enter a check mark if student is receiving Migrant program academic tutoring.
9. GIFTED AND TALENTED: Enter a check mark if student is in a Gifted and Talented program.
10. SPECIAL EDUCATION: Enter a check mark if student is receiving Special Education services. Indicate TYPE under COMMENTS.
11. OTHER ALTERNATIVE EDUCATION: Enter a check mark if the student is in an Alternative Education program (vocational, PASS, behavioral classroom). Indicate TYPE under COMMENTS.

Test Data
MAINE ASSESSMENT TEST: Enter the raw score for each assessment area.
12. R = reading
13. W = writing
14. M = math
NORM REFERENCE SCORES: Enter NCE
15. R = reading
16. M = math
17. ESL LEVEL: Enter ESL reading level achieved by student, if tested.

Enter a score in each column under At Risk Indicators
18. CURRENTLY MIGRANT: Enter 30 for a C1, C2, C4, C5 (see #5).
19. GRADE RETENTION: Enter 10 if student has been retained one year, 20 if retained 2 or more years.
20. LIMITED ENGLISH PROFICIENCY: Enter 10 if student is not fluent in English or communication skills.
21. POOR ATTENDANCE: Enter 10 if poor attendance appears to affect the student's performance.
22. [illegible] Enter [illegible] grade placement.

23. ACADEMIC NEEDS: Enter 10 each if student scores below 25 NCE's on math or reading; 5 each if NCE score is 25-45 on math or reading.
24. RETURNING DROP-OUT: Enter 10 if student is a returning drop-out.
25. RECENT EMOTIONAL TRAUMA: Enter 10 if student has experienced a recent emotional trauma (death of parent, divorce of parents, abuse, fire, etc.)
26. PHYSICAL HEALTH NEEDS: Enter 5 for each physical health need of student (hearing or sight impaired, mobility impaired, drug or alcohol dependency, pregnancy).
27. SOCIAL NEEDS: Enter 5 if student appears to have needs in this area (low self-esteem, no involvement in school activities, etc.).
28. FAMILY PROBLEMS: Enter 5 if family problems affect student's school performance (single-parent family, unemployment, ward of state, etc.).
29. TOTAL AT RISK SCORE: Add across all scores in this Section. Highest scores indicate greatest needs.

Recommended Interventions - NOTE (*) asterisk indicates need; ( ) check mark indicates assistance in place
30. PARENT INVOLVEMENT: Enter an asterisk if parent needs encouragement to be involved in student's education; or enter a check mark if parent is involved.
31. SOCIAL SERVICES REFERRAL: Enter an asterisk if student is in need of social services or a check mark if student has been referred. Indicate TYPE under COMMENTS.
32. SCHOOL ADVOCACY: Enter an asterisk if student needs advocacy in school related issues (counseling, speech therapy, school nurse, placement) or check mark if resolved.
33. WORK EXPERIENCE/SHADOWING: Enter an asterisk if student would be a good candidate for work experience (grade 9-12) or shadowing (voc. ed., coop ed., JTPA, etc.) or enter a check mark if in program.
34. SECONDARY SCHEDULING: Enter an asterisk if student needs to have schedule reviewed or a check mark if in coming students have had their school schedules reviewed and are appropriately placed.
35. PSAT/SAT PREPARATION: Enter an asterisk if 10th or 11th grade students need PSAT/SAT preparation or a check mark if 10th or 11th grade students are receiving PSAT/SAT preparation.
36. POST-SECONDARY INFORMATION and ASSISTANCE: Enter an asterisk if a student has post-secondary plans and is not receiving assistance in applying for programs and financial aid or a check mark if student has post-secondary plans and is receiving assistance in applying for programs and financial aid.
37. CAREER COUNSELING: Enter an asterisk if student needs help with planning for employment or a check mark if receiving help.

COMMENTS

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SCHOOL ACTIVITY REPORT

The purpose of the activity report is to have a frequently updated record of migrant students who can be served by the migrant teacher. On it are listed both active and inactive migrant students. If a student is scheduled to meet with a migrant teacher at least one (1) session a week, she/he is considered active in the Migrant Education Program.

The Needs Assessment indicates which migrant students are "most" in need. These students will be actively served whenever possible. Students whose parents have not signed a current COE will not be listed on the activity form. (For more information on this, please see the Policies and Procedures section, Teacher Handbook.)

With new students, if the student has recently been served as a migrant student and a current COE signature is on file in Augusta, you may work with the student and list immediately on the activity report. However, if this is a new eligibility (no COE on file in the State Office or in the student's cumulative file), wait for verification before listing on the activity report.

The active or inactive student who is not attending classes for a period of one (1) week may have left school or left the school district. The teacher needs to seek information on the student immediately, as soon as any absence is noted. If the student is no longer enrolled in school, the migrant teacher must send a termination report to the Maine Migrant Education Office within 5 days.

Under Student Recruiting Activities and Teacher and/or Parent Conference, please list your activities for each week.

****

KEY CONCERNS

1. Send in each month. Dates appear on the form. Include grade level in September only.
2. List all active and inactive students.
3. Place a check mark ( ) by each student who is active. Omit any student without a signed certificate of eligibility.
4. List students by individual school, ALPHABETICALLY.
5. Wait for verification of new eligibility before listing a new student.
6. If student becomes ineligible to be served, remove from list and send termination report within 5 days.

****

* September 29 only: Include grade level
* June 15: List graduating students

SCHOOL ACTIVITY REPORT

MONTHLY

School Unit: Union 20 (City, Town, CSD, or SAD)

Phone No. at School: 272-5163

Newfield Corner Elementary
Newfield Center Elementary

Teacher: Mary Johnson

School (s): Newfield Jr/Sr High

Date Due: CIRCLE ONE

*Sept. 29 (Oct. 27) (Holiday) Nov. 24 Dec. 22 Jan 26 March 2 March 30 April 27 May 25

**June 15 Graduation Date: _____

STUDENTS - LIST ALPHABETICALLY by Individual School (if active)

1. Center Elem. Brown, Angela	21. Jones, Alfred	41.
2. Clough, Randy	22. Lee, Jason	42
3. Clough, Sandra	23. Miller, Donna	43.
4. Lee, Melissa	24. Snow, Hiram Jr	44.
5. Miller, Travis	25. Snow, Mary	45.
6. Pritchard David	26. Welch, Timmy	46.
7. Newfield Corner. Batchelder, April	27.	47.
8. Comstock, Anna	28.	48.
9. Jones, Ricky	29.	49.
10. Jones, Samantha	30.	50.
11. Libby, Amanda	31.	51.
12. Riley, Joey	32.	52.
13. Roberts, Jennifer	33.	53.
14. Roberts, Daniel	34.	54.
15. Snow, Phillip	35.	55.
16. Snow, William	36.	56.
17. Jr/Sr High Brackett, Andrew	37.	57.
18. Hughes, Babbie	38.	58.
19. Jackson, Merry	39.	59.
20. Jones, Malinda	40.	60.

STUDENTS ENROLLED: COE Form Has Been Sent: 10-4-88 (Date)

Name	Date Enrolled	If Transferred (✓ Check	From School	To School
Cookson, Benjiman	10-3-88	(new COE)		
Cookson, Martha	"			

STUDENTS TERMINATED: (Students who are no longer eligible to be served in the school program). Reasons may include: 6-year expiration, moved to another school; over 18; dropped out. TERMINATION form sent 10-7-88)Date).

Name	Date Dropped	Expected Destination
Libby, Amanda	10-7-88	eligibility expired

STUDENT RECRUITING ACTIVITIES (Please indicate progress on your recruitment)

Week #1 Checked school offices for any new students
Week #2 Paster at laundromat
Week #3 Canvassed families at Housing Project
Week #4 Checked all families receiving unemployment benefits

TEACHER AND/OR PARENT CONFERENCES OR PARENT ADVISORY COUNCIL MEETINGS: Past Month)

Week #1 Cookson family Home Visit - completed COE and health forms
Week #2 Met with 6 classroom teachers on students progress
Week #3 Held a meeting to plan the first PAC meeting
Week #4 Met with Jim Jackson's parents on Jim's progress

Mary Johnson — Signature of Teacher
10-12-88 — Date
John Smith — Signature of Lead School Principal

For information contact:

Betty Ring

Tel: 1-800-452-1909

Return to:

Maine Migrant Education Program
Department of Educational and
Cultural Services
317 State Street
Augusta, Maine 04330

MASTER STUDENT LIST

When two or more migrant teachers share a school, it is helpful to have a list of all the eligible migrant students in the school. If two teachers are both tutoring the same student (usually in different subjects), only one teacher may list that student on his or her school activity report.

The master student list is submitted at the same time as the school activity report. Please list students alphabetically and show grade level.

****

KEY CONCERNS

1. Send in each month with your school activity report if two or more migrant teachers share a school.

2. List all active and inactive migrant students in the school.

3. List students ALPHABETICALLY.

4. Include grade level.

****

Maine Migrant Education
Master Student List

School: Woodsville Consolidated District: SAD #88 Date: 9-25-88

This list is to be submitted to the migrant office whenever a school has more than one (1) teacher. It provides a complete listing of migrant students served in that school. It should accompany the bi-weekly lists submitted by each teacher. List students names ALPHABETICALLY. (Check (✓) if active)

	Name	Grade Level	Active (✓)		Name	Grade Level	Active (✓)
1.	Abbott, Missy	K	✓	26.	Robichaud, Betty	7	✓
2.	Abbott, Travis	3	✓	27.	Robichaud, Ricky	6	✓
3.	Achorn, Joseph	5		28.	Robichaud, Randy	9	✓
4.	Berry, Alice	10	✓	29.	Sabbatis, Veronica	4	✓
5.	Berry, Barbara	K	✓	30.	Sabbatis, Mary	K	✓
6.	Berry, Charles	3	✓	31.	Sawyer, Walter	12	
7.	Berry, David	3	✓	32.	Smith, Everett	1	✓
8.	Berry, Jennifer	9	✓	33.	Swanson, Ellen	4	✓
9.	Berry, Mary	5	✓	34.	Theriault, Mary	8	✓
10.	Berry, William	7	✓	35.	Theriault, Francis	7	✓
11.	Caper, Kenneth	11		36.	Thomas, Jay	5	✓
12.	Francis, Joseph	9	✓	37.	Trewergy, Pamela	5	
13.	Francis, Steven	7	✓	38.	Walters, Patty	3	✓
14.	Howard, Susan	3		39.	Washburn, John	K	✓
15.	Howard, Virginia	K		40.	Young, Amanda	4	✓
16.	Inman, Rebecca	7	✓	41.	Young, Joshua	7	✓
17.	McInnis, Mary	8	✓	42.	Young, Randall	6	✓
18.	McPherson, Andrew	6	✓	43.			
19.	McPherson, Shawn	5	✓	44.			
20.	Orwell, Peter	2	✓	45.			
21.	Orwell, Robert	4	✓	46.			
22.	Orwell, Vicky	K	✓	47.			
23.	Robbins, Nancy	9	✓	48.			
24.	Robbins, Ted	11	✓	49.			
25.	Robertson, Reginald	10		50.			

RECRUITING CHECKLIST

The purpose of this checklist is to insure identification of all eligible migrant students for your program. In addition, migrant families with pre-schoolers will be identified; Children ages 3-5 may participate in the program through support services.

Recruitment activities listed here are those which are successful for teachers. They represent a variety of contacts. This is not meant to limit activities in any way, but rather to be a base for a thorough recruiting strategy.

The first section is to be completed during the first two weeks of school. Some of these activities will continue on-going into the school year as new students enter the school.

Fill in each of the blanks as the activity is accomplished. The order in which activities are listed will probably not be the order in which they are completed. The target date for the Blueberry List is mid-November. Everything else is due in late January. See CALENDAR for exact dates.

****

KEY CONCERNS

1. Complete first section of checklist during first <u>two weeks</u> of school.

2. Complete contacts on Blueberry List, and send in November (see CALENDAR).

3. Complete all activities on checklist by early January.

4. Send completed checklist and required contact lists from <u>Identification and Recruitment Manual</u> in January. See CALENDAR for due date.

****

Teacher: Mary Dee
Date due: 1-22-90

RECRUITING CHECKLIST

Recruit during the first two weeks of school.

	Date completed	on-going	
1.	4-7-89	_____	Visit as many classrooms as possible during the first 2 weeks of school to discuss the migrant program and to have grades 2-12 complete survey forms. You may have to re-design the survey form for use with different grade levels.
			___ Intent ___ Definition of a move (minimum of 1 week) ___ Participation in a summer activity.
			Grades K and 1 please send the survey form home.
2.	9-15-89	_____	Make Home Visits to all eligible migrant students in your school(s).
3.	9-15-89	_____	During Home Visits, ask parents of the children for leads to other families.
4.	10-25-89	_____	At the beginning of the school year and after harvest period ends in Maine, announce over the loud speaker information on the migrant program and who you are.
5.	10-1-89	_____	Design a bulletin board on migrant activities and place in a well publicized area of the school.
6.	9-15-89	_____	Check all new admissions into your school.
7.	Ongoing 9-5-89	_____	In the registration packet for each new student, have a survey form.

Recruit during the School Year

1.	11-18-89	_____	Request a slot on the Parent/Teacher group meeting agenda and address the group, also perhaps your local school board.
2.	_____	✓	Weekly check at school office on incoming students.
3.	_____	✓	Weekly check the want ad section of your local newspapers under Help Wanted. Many times there are advertized positions for herdsmen and dairy workers.

	Date completed	on-going	
4.	_____	✓	Check families moving into your area, even if the secretary or other informant feels they are not eligible. Re-check after families have settled into your area if at the first interview they may have been unemployed.
5.	_____	✓	Check new registrations, emergency cards, cummulative folders for qualifying occupations.
6.	1-14-90	_____	Visit all places of qualifying employemnt and keep contacts.
7.	_____	✓	Check all green cards (ADP) at the top for previous moves.
8.	_____	✓	Develop a news article for your local Newspaper.
9.	Will attempt	[illegible]	Either attend pre-school registrations and talk to parents or enclose a survey form in the pre-school registration packet.
10.	_____	✓	Check all pre-school, head start and day care programs in your area for eligible migrant children every two years.
11.	_____	✓	Survey adult and alternative education classes (Especially ESL).
12.	_____	✓	Explore possible locations where migrant families may frequent: low-income housing areas, laundramats.
13.	_____	✓	Check the names of potentially migrant families given to you by the Migrant Education Office.

a. 11-15-89 Please send the names and results of people you contacted on the Blueberry list by 11-24-89.

b. 1-14-90 Please submit the names and results of people you contacted from the resource list by 1-26-90.

Please check the box that applies. Did you recruit.....

- [ ] 0 new families this school year.
- [ ] 1 or 2 new families this school year.
- [ ] 3 or 4 new families this school year.
- [X] 5 or more new families this school year.

INVENTORY VERIFICATION

This is a record of equipment and materials purchased with migrant funds and stored at the school site. It is updated and sent to the State Migrant Office in April of each year. Any changes from the previous year either deletions or additions, are noted on the second page entitled Inventory Adjustment.

Inventory Adjustment forms may be sent to the Migrant Office whenever changes are made.

Consumables - Any item that can be used only once, or for a short duration. EXAMPLE: workbooks, stencils, numbers, stickers, paper supplies, etc.

Miscellaneous - Items not included under other categories. EXAMPLE: globe, date stamp, ruler, cassettes, disk storage, computer disks.

Where teachers share a school, please submit one inventory signed by all teachers. If a teacher serves more than one school, inventory is combined if items are used at more than one school site.

****

KEY CONCERNS

1. All supplies and equipment purchased with migrant funds should either be labeled or stamped "Property of Migrant Education".

2. During the summer months migrant supplies should be boxed and stored in a locked room.

3. Where teachers share a school, submit one inventory signed by all teachers.

4. Note all additions and deletions on the Inventory Adjustment page.

5. Inventory Listing should be sent to the State office in April.

****

1987-88 is the base year for calculation of write-off for items already on hand. After this year, purchase year will be the base year for write-off calculation.

School Unit: MSAD 99 MAINE MIGRANT EDUCATION INVENTORY Teacher: Mary Johnson

School: Center Elementary Date: 4-15-89

Note: 1987-88 was the base year for calculation of write-off for items already on hand at that time. Purchase year will be the base year for write-off calculation for all new purchases.

I. Equipment/Instructional Kits

1. Anything over $100.00 at time of purchase - cabinets, projectors, electronic games, etc.
2. Packaged materials such as SRA Laboratories, Skill Builders, Tutordisc, etc.

* 7-year writeoff from time of purchase.

Description (Make and Name)	Serial or Model #	Year Purchased	Price	How Equipment Used or Curriculum Areas	Condition	Labeled (✓)
Microphonegraph + Headsets		1982	-		good	✓
File Cabinet - 2 drawer		-	-	Document Storage	excellent	✓
Tape Recorder	DX-22As	1983		All Areas	good	
Think Lab - SRA		1984		Math		
Incredible Series (cassette racks)		1983		Reading	fair	✓
Talking Alphabet I-II		1983		Reading	good	

Books (All types) 107 (# Only) * 3-year write-off

III. Games, puzzles, toys 9 (# Only) * 3-year write-off

IV. Miscellaneous 21 (# Only) * 3-year write-off

V. Consumables 23 (# Only) * 1-year write-off if used.

* If under 7-year or 3-year write-off period, use the Migrant Inventory Adjustment Form if item is missing, damaged or lost.

(Revised 1988)

School Unit: _____

School Where Inventory is Stored: _____

MAINE MIGRANT [illegible]TION

INVENTORY ADJUSTMENT FORM

Teacher: _____

Date: _____

Name of Item	Type of Item I thru V	Added Date	Consumed Date	Returned Date	Lost Date (Signature of Superintendent or designated Administrator)

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READING IS FUNDAMENTAL
BOOK DISTRIBUTION REPORT

Under the RIF grant, the Maine Migrant Program agrees to select and distribute books to each migrant child, active and inactive, in order to encourage children to read by showing them reading is fun. Parents are involved and special activities are planned for distribution day - visits to the library, reading picnics in the park - activities that emphasize the fun of books.

There will be a theme for the book distribution, which will take place in the Spring. Books will be sent from Portland News Co. Innovative distribution activities should be planned at the local level.

The spirit of reading for fun will be kept alive by the migrant teacher in such ways as encouraging students to talk about books they've read, drawing pictures, making a book as a project, or by encouraging the swapping of books, establishing a swap shop.

This form is provided by the sponsoring organization which contracts the grant. ALL of the information requested on the distribution report should be supplied. As part of the contract, we agree to collect and transmit this information about the Reading Is Fundamental distribution in Maine to the sponsoring organization.

Definitions

Distribution number: this will be (1) since we plan one distribution week this year

****

KEY CONCERNS

1. Distribute the Reading Is Fundamental books in Spring. See yearly calendar for date.

2. Plan fun activities for your students as part of the distribution.

3. All eligible migrant students should receive books.

4. The invoice from Portland News Co. should total the number of books received and should be sent to the Maine Migrant Office with your RIF Distribution Report.

5. Return extra books to the Maine Migrant Office.

6. Return the RIF form to the Maine Migrant Office

****

READING IS FUNDAMENTAL INC.
600 MARYLAND AVE. S.W.
SUITE 600
SMITHSONIAN INSTITUTION
WASHINGTON D.C. 20560
(202) 287-3220

* Please Return All RIF Books Not Given to Students

INEXPENSIVE BOOK DISTRIBUTION PROGRAM

SINGLE-SITE DISTRIBUTION REPORT

1 a. Teachers Name: Mary Johnson

b. Lead School Address: Boothbay Region Elementary School
Rt. 27, Boothbay Harbor, Me 04538

c. Phone No.: (207) 633-5097

2 a. Date of Distribution: 3 - 8 - 89
(month) (day) (year)

b. Was this distribution number: (circle one) (1) 2 3 4 5 or Other?
(if other, specify) N/A

3. Where did the distribution take place? (school, library, playground, day care center, bookmobile, etc.)

Boothbay Elementary School Library

4 a. How many children participated in this distribution? 29

b. What was the age or grade range of the participating children?

Age 3 to 17 Grade ____ to ____

5 a. How many books were available for this distribution? 58

b. Approximately how many titles were available from which the children could select:

1-10 |_| 11-30 |_| 31-50 |✓| more |_|

c. How many books did each child choose? 2

d. How many books were distributed? 58

Mary Johnson
Signature

Mary Johnson
Type or Print Name

1. Please attach a copy of the invoice from Portland News Co. This Invoice should total the same number of books you recieved. If not please attach an explanation.

2. Please attach any additional information you would like to share with us, such as letters, publicity or descriptions of motivational activities.

ANNUAL REPORT

This report is a summation of the academic year's activities at the local program level. Each migrant teacher is expected to submit the report at the close of the school year. One copy, signed by the teacher and the Superintendent, is due in the State Migrant office in mid-June. Three copies are to be retained in the local district: for the Superintendent, Principal or Coordinator, and the teacher's program records.

There are three sections in this report:

* student enrollment data
* pre and post test data on active students
* program survey

The blank report for 1988-89 appears here. The Report may vary in subsequent years, but will follow this same general format. It is discussed further in the section of this Handbook entitled Program Evaluation.

****

KEY CONCERNS

1. Each migrant teacher submits an Annual Report.
2. Administrator will review and sign.
3. Send to Maine Migrant Office at close of school year.
4. Retain three copies for local files.

****

For State Use Only

STATE OF MAINE

DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES

Name of Unit: _____ Telephone No. _____

(City, Town, SAD or CSD)

A N N U A L R E P O R T

MIGRANT EDUCATION

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I certify that, to the best of my knowledge, the information included in this report is accurate.

_____ _____

Superintendent's Signature Date

For Information Call:
Ruth Johnson (289-5306)

Return Original To:
Migrant Education
State House - Station #19
Augusta, ME 04333

EF-U-426
2/89

DUE DATE: June 23, 1989

ANNUAL REPORT

INSTRUCTIONS FOR COMPLETING ANNUAL REPORT

List only students for whom you have a signature on the COE form.
NOTE: Pre-school and Drop-out Students who have received RIF books and Home Visits should be counted.

SECTION I - DEMOGRAPHICS

The information in this section is used in completing the USDE performance report for the Maine Migrant Program. The data asked for includes all students who received instructional and/or support services. All students should have received minimum support services: home visit, RIF book(s), and health update.

ITEM 1A: COUNT BY GRADE

Enter the number of students by grade who participated in migrant funded instructional or support services during the year.

- Presently Enrolled: List all students now in the program.

- Formerly Enrolled: List students who have left the program. This category will include drop-outs, moved out-of-state, eligibility expired, and moved to school without a migrant program.

Students who have left your program and are now active in the migrant program at another school in Maine will be counted in that program and you do not count these students. In each case, under column (1) list all students who received academic instruction. Under column (2) list students who received support services only.

ITEM 1B: COUNT BY ETHNIC ORIGIN

Enter the number of students by racial/ethnic category who received migrant-funded instructional and/or support services during the school year. Categories are: 1-Indian; 2-Asian; 3-Black, not Hispanic; 4-Hispanic; 5-White. List both presently enrolled and "formerly enrolled." (See 1A)

ITEM 1C: COUNT BY GENDER

Enter the number of students by gender (male or female) who participated in migrant-funded instructional and/or support services during the year. List both presently enrolled and "formerly enrolled." (See 1A)

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ITEM 1D: COUNT BY MIGRANT STATUS

Enter the number of students by migrant status who received migrant-funded instructional and/or support services during the year. Categories indicate currently or settled migrant. The migrant status category number (1-6) appears on the MSRIS educational record printout under the MS column of the school enrollment section. List both presently enrolled and "formerly enrolled." (See 1A)

ITEM 1E: COUNT BY YEAR OF BIRTH

Enter the number of students by year of birth who participated in migrant-funded instructional and/or support services during the year. List both presently enrolled and "formerly enrolled." (See 1A)

ITEM 1F: COUNT BY SUPPLEMENTAL SERVICES

For each listed service area, enter the number of students who received migrant-funded instructional and/or support services during the year. Remember all students should have received minimum support services: * home visit, RIF books, and health update. All students in this count will have the same supplemental services as listed on their year end educational record. If a student left the program during the year, this information should have been recorded on the educational record at the time of withdrawal via the termination form. List both presently enrolled and "formerly enrolled." (See 1A)

ITEM F: COUNT BY SUPPLEMENTAL SERVICES (cont'd)

Home Visit and Health Update	- 025	Use 1988 revised Supplemental codes
RIF	- 020	
Needs Assessment	- 029	

SECTION II - STUDENT ACHIEVEMENT

In this section you are asked to record results of the norm-reference testing of students who received migrant instructional services during the school year. Include test data on active students only. Mathematics scores are included only if you tutor the student in math.

* Identify those active migrant students who have both a pretest and posttest (matched) score.

* For each grade level, enter the number of students tested who have matched scores. Remember to file separate reports for each school in which you work.

* If a test scoring service has provided you with both percentile rank and normal curve equivalent (NCE) for each student, CALCULATE the average NCE for each grade level for pretest and posttest. CALCULATE NCE AVERAGES from individual student NCE data. Percentile information is optional. CAUTION: DO NOT CALCULATE PERCENTILE AVERAGES from individual percentile scores.

SECTION II - STUDENT ACHIEVEMENT (cont'd)

* If you are handscoring the tests, convert raw scores to NCEs for each student, and then calculate pretest and posttest averages using the NCE scores.

* To calculate NCE GAIN, subtract the average pretest NCE from the average posttest NCE. The difference is the NCE GAIN. Enter this figure in the NCE GAIN column at the appropriate grade level row. NOTE: NCE GAIN MAY BE POSITIVE, NEGATIVE, OR ZERO.

EXCEPTIONS FOR TESTING

No test scores are to be reported for kindergarten students. Testing for first grade students is optional and you will follow the policy of the local school system. For those students who receive academic instruction in reading, math and language through special education, testing will follow the policy of the special education director. Test scores for these students will be reported. However, in this case test name and date of administration may differ from the regular testing program and should be reported separately.

SECTION III - PROGRAM SURVEY

Each teacher is asked to complete this section of the annual report. This survey looks at program accomplishments within the context of the goals and objectives established for the statewide program for the current year.

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SECTION I - [illegible] DEMOGRAPHIC REPORT

Teacher _____ District _____

NOTE: Please read instructions before completing this section.

A. COUNT BY GRADE

Grade	Number of Migrant Students Presently Enrolled		Number of Students Formerly* Enrolled Who Left Migrant Program During the Year	
	Academic Instruction (1)	Support Services Only (2)	Academic Instruction (1)	Support Services Only (2)
Ungraded				
Kindergarten and T-1				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

B. COUNT BY ETHNIC ORIGIN

Racial Ethnic Group	Number of Migrant Students Presently Enrolled	Number of Students Formerly* Enrolled Who Left Migrant Program During the Year
(1) American Indian		
(2) Asian		
(3) Black, non-Hispanic		
(4) Hispanic		
(5) White		
TOTAL		

C. COUNT BY GENDER

Gender	Number of Migrant Students Presently Enrolled	Number of Students Formerly* Enrolled Who Left Migrant Program During the Year
Male		
Female		
TOTAL		

* Includes dropouts, eligibility expired, moved out of state, moved within state to school with no migrant services.

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SECTION I - DEMOGRAPHIC REPORT (Cont'd)

Teacher _____ District _____

NOTE: Please read instructions before completing this section.

D. COUNT BY MIGRANT STATUS

Migrant Status	Number of Migrant Students Presently Enrolled	Number of Students Formerly* Enrolled Who Left Migrant Program During the Year
(11) Interstate Agriculture Currently Migrant		
(12) Intrastate Agriculture Currently Migrant		
(13) Agriculture Settled Migrant		
(41) Interstate Fishing Currently Migrant		
(15) Intrastate Fishing Currently Migrant		
(16) Fishing Settled Migrant		
TOTAL		

E. COUNT BY YEAR OF BIRTH

Year of Birth	Migrant Students Presently Enrolled	Students Formerly* Enrolled Who Left Program During Year	Year of Birth	Migrant Students Presently Enrolled	Students Formerly* Enrolled Who Left Program During Year
1967			1978		
1968			1979		
1969			1980		
1970			1981		
1971			1982		
1972			1983		
1973			1984		
1974			1985		
1975			1986		
1976			1987		
1977			1988		
			TOTAL		

* Includes dropouts, eligibility expired, moved out of state, moved within state to school with no migrant services.

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SECTION I - DEMOGRAPHIC REPORT (Cont'd)

Teacher _____ District _____

NOTE: Please read instructions before completing this section. All students should have received minimum support services: home visits, MIF, health update, needs assessment.

F COUNT BY SUPPLEMENTAL SERVICES

Code/Service	Number of Migrant Students Presently Enrolled	Number of Students Formerly* Enrolled Who Left Migrant Program During the Year
ACADEMIC SERVICES		
001 English for Speakers of Other Languages		
003 Tutorial Math		
004 Tutorial Reading		
016 Elementary Tutorial		
005 Secondary Tutorial		
007 Vocational Education		
008 Career Education		
009 Gifted and Talented		
013 Higher Mathematics		
014 Oral and Written Language Skills		
017 Health Education/ Safety		
018 Computer Literacy		
019 Multi-Cultural Ed.		
020 Special Activities Include MIF here		

Code/Service	Number of Migrant Students Presently Enrolled	Number of Students Formerly* Enrolled Who Left Migrant Program During the Year
SUPPORT SERVICES		
025 Pupil Services		
026 Nutrition Breakfast or Lunch		
027 Pupil Transportation		
028 At Risk		
029 Needs Assessment		
035 Handicapped		

* Includes dropouts, eligibility expired, 18 year olds, moved out of state, moved within state to school with no migrant services.

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SECTION II - STUDENT ACHIEVEMENT

TEST CYCLE (Check one)
Fall-Spring _____
Spring-Spring _____

TEACHER _____
SCHOOL _____
DISTRICT _____

REMINDER -
1. The same Norm-Referenced Test must be used for pre and post data.
2. If two or more teachers share a school, file a combined report on achievement.
3. If two test cycles occur within a school, file separate report for each cycle.

TEST NAME/EDITION _____

	MONTH	DAY	YEAR
TESTING DATES: PRETEST			
POSTTEST			

_____ Check here if interpolated norms were used.

READING

GRADE LEVEL	NO. of PUPILS with MATCHED SCORES	PRETEST (OPTIONAL) %ILE	PRETEST NCE	POSTTEST (OPTIONAL) %ILE	POSTTEST NCE	NCE GAIN
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

MATHEMATICS

GRADE LEVEL	NO. of PUPILS with MATCHED SCORES	PRETEST (OPTIONAL) %ILE	PRETEST NCE	POSTTEST (OPTIONAL) %ILE	POSTTEST NCE	NCE GAIN
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

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SECTION III - PROGRAM SURVEY

In this evaluation, use the first letter of the following words to indicate your response:

(Y) YES (U) USUALLY (S) SELDOM (N) NO (NA) NOT APPLICABLE

Priority 1 Need: Student acquisition of skills with improvement in reading, language arts, and mathematics.

1. Did migrant students: ____ make NCE gains commensurate with gains made by Chapter 1 students of their age and grade placement?
   ____ all receive free RIF books?
   ____ all have access to a lending library established in the migrant classroom?

2. List ways in which the Reading is fundamental program is making a difference for your migrant students.

   _____

   _____

   _____

3. To help other teachers, please describe Special Activities that you have done in conjunction with RIF.

   _____

   _____

   _____

4. What percentage of your students received academic tutoring in:

   _____ mathematics _____ oral & written language skills

   _____ reading _____ social studies/science

5. List a concern you have regarding academic tutoring of migrant students.

   _____

   _____

   _____

Priority 2 Need: Identification, location and enrollment of eligible students in an educational program.

6. Did you: _____ increase your enrollment? By how many students:
   - _____ K-5
   - _____ 6-8
   - _____ 9-12

7. Did you: _____ actively recruit through:
   - _____ presentations to community school organizations
   - _____ local employers
   - _____ presentations to classes
   - _____ school surveys
   - _____ home visits
   - _____ newspaper articles, TV, radio
   - _____ posters/bulletin boards
   - _____ house to house survey
   - _____ parents as resource

8. Rank order the above according to their effectiveness for you (1-most effective to 9-least effective) (Use each number (1-9) only once)

9. List a recruitment topic on which you would like further training.

_____

_____

_____

_____

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Priority 3 Need: Instructional personnel and migrant education staff awareness of special student needs and development of skills to meet these needs

10. Did you: _____ assess and prioritize migrant students according to their special needs?
_____ complete an IEP on all migrant students?
_____ participate in PET process for all migrant students in special education programs?
_____ advocate for at-risk migrant students?

11. List a concern you have regarding meeting special needs of migrant students.

_____

_____

_____

_____

12. List a special needs topic on which you would like further training.

_____

_____

13. Did you: _____ attend 2 migrant workshops during 1988-89?
_____ migrant only
_____ migrant/chapter 1 joint workshop

14. List the workshop topic you found most helpful.

_____

_____

Note: ESCORT is the Eastern Stream Center on Resources and Training. They provide free migrant program and development services to individuals and groups at the local and state level.

15. List a suggested topic that ESCORT consultants might be called on to address--either for a regional workshop or for local technical assistance: _____ regional _____ local

_____

_____

_____

16. Would you: _____ recommend we continue Migrant/Chapter 1 joint workshops?
_____ recommend a separate workshop for Migrant secondary teachers.

17. In order to help with the planning, list a topic and/or speaker suggestion for a secondary workshop.

_____

_____

Priority 4 Need: For parents and members of Migrant Parent Advisory Councils (PACS) to become skilled in making decisions and recommendations regarding educational programs for their children.

Note: Please attach copies of the agenda and minutes of your PAC meetings for 1988-89.

18. Did you: _____actively promote parent involvement through:
_____ home visits
_____ regional PAC attendance
_____ RIF activities with parents
_____ quarterly progress reports to parents
_____ conferences with parents
_____ parenting information and activities
_____ local speakers/discussion groups
_____ pot luck supper meetings
_____ holiday celebration-migrant families
_____ recreation project with parents

19. List the parent involvement activity you found most effective.

_____

_____

20. List one new activity for parents you would like to try next year.

_____

_____

Priority 5 Need: For migrant students to increase their awareness of health and to identify health problems.

21. Please indicate the grade level(s) of students you teach:
____preschool ____ grade K-4 ____ grade 5-8 ____grade 9-12

22. Describe the World Health Day activity you did this year.

_____

_____

_____

_____

23. Did you promote health awareness through activities about:

_____ fire safety	_____ hygiene/grooming	_____ parenting
_____ environmental safety	_____ smoking	_____ positive self-concept
_____ nutrition	_____ substance abuse	_____ stress management
_____ dental health	_____ sexuality	_____ community health resources

24. List a health activity you plan to do with students next year.

_____

_____

_____

Priority 6 Need: For an evaluation report that assesses the progress of the child and the progress of the LEA.

25. Are you _____ familiar with the migrant program goals listed in the LEA contract for 1988-89?

26. Do you _____ feel the migrant program is meeting these goals?

27. As a result of your interaction with students, did they:
_____ show NCE gains
_____ exhibit an improved school attitude
_____ become interested in reading for pleasure
_____ develop better study skills
_____ improve school attendance

28. Secondary teachers only: (please indicate numbers)

Number of Students: _____ dropped out

_____ graduated

_____ accepted in post graduate program

_____ has a job

29. Are you _____ satisfied with the progress your students are making?

30. List a suggestion you have for evaluation of student progress.

_____

_____

_____

Priority 7 Need: For the provision of harvest schools and other migrant services for currently migrant students.

Note: The Hawkins-Stafford Amendments of 1988. P.L. 100-297 state that "children who are currently migrant (ages 3-21 inclusive) shall be given priority in the consideration of programs and activities contained in applications submitted"...

31. How many of the migrant students you serve are currently migrant? (indicate number)

_____ pre school _____ in school _____ drop-out

* 32. For these currently migrant children, indicate the types of services provided.

_____ academic tutoring _____ alternative education information/advocacy

_____ free RIF books _____ pre-school activity kits

_____ needs assessment _____ identification of health needs

_____ home visit _____ community resources information/referral

33. Are all currently migrant children in your community receiving services? _____

* All services provided should be included under Section 1F Count by Supplemental Services

Priority 8 Need: For participation in the Uniform Migrant Student Record Transfer System.

34. Have you _____ attended an MSRTS workshop? _____
(year)

35. Do you: _____ screen all educational and health records for accuracy
_____ send 1 copy of each educational record to Augusta
_____ use information on record in:
_____ needs assessment:
_____ placement advocacy
_____ developing lesson plans
_____ review of graduation needs

_____ review educational record with student so he/she is familiar with it?

36. Do you: _____ feel your corrections on MSRTS records receive prompt attention by the staff in Augusta:
_____ within 7-14 days
_____ 2-4 weeks
_____ more than a month

37. Do you _____ receive withdrawal copies of a student's educational record within 10 days of mailing the termination form?

38. Indicate what document you place in student's permanent record file to show participation in migrant program.
_____ COE _____ educational record

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Section D

Program Accountability

OVERVIEW OF SCHOOL VISITATIONS

The Migrant Education Program, reauthorized under Hawkins-Stafford (ESEA, P.L.100-297), is administered through the Maine Department of Education and Cultural Services (MDECS or SEA). The Chapter 1 Migrant Education Program is assigned to the Bureau of Instruction, Division of Compensatory Education. To be assured that the local agency is in compliance with: (1) all applicable Chapter 1 Migrant requirements, (2) conformity with contract agreements, (3) conformity with policy and procedures for record-keeping, and (4) evidence of effectiveness, MDECS will review each program once every two years.

1. School Visitation by SEA Personnel to Migrant Education Projects

   A. Frequency of Visits

      Approximately 60 school units will have services provided under the State's program for migratory children. Half that number will be reviewed each year.

   B. Selection of School Units to be visited

      Program Review visitations will occur on a rotating schedule as follows:

      1) New Migrant teachers will be reviewed by the coordinator during their first year of employment. All other teachers in that school unit will also receive a review visit at the same time.

      2) School districts with veteran migrant teachers will be reviewed on a rotating two year schedule. Scheduling will be the responsibility of the migrant coordinator.

2. Purpose and Scope of Monitoring and Program Reviews

   A. Each Chapter 1 Migrant Education Project visited by SEA staff will be reviewed for compliance with all applicable Chapter 1 Migrant federal legislative requirements, conformity with state policies and procedures, and program effectiveness.

      During the review visit an interview with a migrant parent may be arranged to determine parent perception of the migrant program.

      At the conclusion of the school visitation, an exit interview will be conducted with the superintendent or designated administrator for the Migrant Program. The SEA staff person will delineate the findings including commendations, recommendations and areas of concern.

3. Program Review

A. Issuance

Within 30 days after a project has been visited, the SEA will issue its program review report to the Superintendent or designated administrator with a copy to the teacher. As soon as the school unit conducting the project receives the report, it will be considered public information.

B. Corrective Action

A written plan to correct problems cited in the Program Review Report as needing corrective action should be submitted within 30 days to the DECS, Maine Migrant Education Office. Follow-up action may take the form of compliance agreements or SEA review within 30 days.

Failure to meet program requirements may result in (a) withholding of funds, (b) disapproval of future Migrant projects or (c) termination of a Migrant project.

SCHOOL UNIT _____

MIGRANT TEACHER _____

REVIEWER _____ DATE _____

Maine Migrant Education Program

Contract Agreements and Assurances

Yes	No	N/A	
___	___	___	1. The school unit has implemented the assurances in effect for the appropriate year.
___	___	___	2. Budget and staff FTE expenditures are within the project budget as approved by the Maine Department of Educational and Cultural Services.
___	___	___	3. Staff FTE as approved in application is implemented and documented. Certificate: _____
___	___	___	4. Non-instructional duties do not exceed the lessor of (a) 10% of the migrant person's total work time or (b) the same proportion of total work time that non-migrant personnel spend on these duties. List all duties for the last two (2) weeks. _____ _____
___	___	___	5. Program size and scope corresponds to the approved application. _____
___	___	___	6. Teacher attended most recent In-Service Workshop as mandated by sub-contract.
___	___	___	7. An accurate and current inventory is maintained and use of equipment satisfies program requirements.

comments: _____
_____
_____
_____

Identification and Recruitment

YES	NO	N/A	
___	___	___	1. During the first two(2)weeks of the school year, the Migrant teacher planned and executed a diverse recruitment strategy involving school-wide surveys, classroom-centered promotion and surveys, publicity of the program by posters, intercom announcements, and/or bulletin board display.
___	___	___	2. Certificates of Eligibility were completed on all new migrant students, and are verified and approved by the Maine Migrant Office for the project year.
___	___	___	3. Certificates of Eligibility for continuing migrant students were updated, including new parent signature, and sent to the Maine Migrant Office.
___	___	___	4. A recruiting activity has occurred weekly as documented on the School Activity Report. (See Recruitment section, Teacher's Handbook, for suggestions).
___	___	___	5. A migrant survey form is in use, designed to:
			a) identify migrant families who move <u>with intent</u> to work in a migrant activity.
			b) identify migrant families who participate in a <u>summer move</u>.
			c) define the work <u>move</u> as having relocated a minimum of one week.
___	___	___	6. Migrant Teacher Recruitment Checklist for the school year was developed and sent to the Maine Migrant Office.
___	___	___	7. Did you recruit:
			_____ 0 new families
			_____ 1 or 2 new families
			_____ 3 or 4 new families
			_____ 5 or more new families

comments: _____

_____

_____

Record-Keeping

YES NO N/A

___ ___ ___ 1. All records are being maintained for seven (7) years. Only current-year records are maintained in current filing system.

___ ___ ___ 2. The following are considered program records and one copy of each is complete and available:

___ Priority of Need
___ Teacher Schedule
___ Recruitment Checklist
___ Inventory
___ Annual Report
___ Parent Advisory Council information (agenda, minutes, goals and annual public meeting information)
___ Migrant Calendar (on wall)
___ Teacher Handbook
___ Recruitment Manual
___ Information Letters (for current year)

___ ___ ___ 3. The following records required to be sent to the Maine Migrant Office have been received in a timely manner to date during the current school year:

___ COE/Home Visits
___ Educational Records (5 days)
___ Termination Report (5 days)
___ School Activity Reports
___ Recruitment Checklist
___ Health Updates
___ Teacher Schedules (2 times a year)

___ ___ ___ 4. The following records are on file in each migrant student's individual folder:

___ Certificate of Eligibility/Home Visit Record
___ Individual Student Objectives/Documentation of Progress
___ Results from Norm-Referenced Testing Program
___ MSRTS record (latest 2 copies)

___ ___ ___ 5. Copies of MSRTS health records on all migrant students are on file with recipient designated by Superintendent.

comments: _____

Program

YES	NO	N/A	
___	___	___	1. Students receiving educational and/or support services are all eligible migrant students: ____ Number of current migrants participating in the program. ____ Number of settled migrants participating in the program.
___	___	___	2. The priority of need is on file and lists all students eligible for the program. Highest scores indicate greatest need.
___	___	___	3. Students listed as active on School Activity Reports are those determined most in need.
___	___	___	4. Migrant students whose primary language is not English are being assessed to provide guidance to the migrant teacher. Assessment Tool: _____
___	___	___	5. The migrant teacher is participating in the Pupil Evaluation Team (PET) process for each special education/migrant student. ____ Number of special education students who are migrant eligible. ____ Number of special education students served in the migrant program.
___	___	___	6. Individual student objectives are arrived at by regular classroom and migrant teachers jointly to meet the specific needs of each child.
___	___	___	7. All "pull-out" programs are supported by documentation that no comparable basic education courses are being supplanted.
___	___	___	8. The majority of educational services are in basic academics - reading, math and language skills.
___	___	___	9. Educational needs of all migrant students are being met.
___	___	___	10. Documentation of student progress toward meeting individual goals is evident.
___	___	___	11. Parents are receiving information on their child(rens) progress in the migrant program on a scheduled basis.
___	___	___	12. A lending library has been established in the migrant teacher's room or space.

Program (continued)

YES	NO	N/A		
___	___	___	13.	A testing program is in place following Chapter 1 Model "A" Norm-Referenced Testing Guidelines.
___	___	___	14.	Provision has been made for all students to participate in World Health Day activities.
___	___	___	15.	A Migrant Parent Advisory Council has been established. Copies of agenda, minutes, and goals are on file. Agenda items are designed to meet the needs of migrant parents.
___	___	___	16.	In cases where necessary, migrant staff are assisting in acquiring medical and health services for migrant children.

comments: _____

Overall observations and recommendations: _____

Parent Support Section

YES	NO	N/A	
___	___	___	1. Parents of all migrant students have been visited at home.
___	___	___	2. Interview with migrant parent _____ _____ verified information on Certificate of Eligibility.

Comments of Parent

PAC: _____
_____
_____
_____

Perception of Program: _____
_____
_____
_____

Suggestions: _____
_____
_____
_____
_____

(Sample Confirmation Letter for Migrant Program Review)

Name_____
Title_____
District_____
School_____
Address_____
City_____, ME Zip_____

Dear _____:

On _____, 1989 I will be doing a Program Review of your Migrant Education Program. I will plan to meet with (teacher1)_____ at (time1) _____ at (school1)_____ and (teacher2)_____ at (time2) _____ at (school2)_____.

Each program will be visited bi-ennially for a program review. A program review is a detailed examination of the program and its records to be assured that the program is within the mandates of the federal legislation and within the policies and procedures set forth by the Department of Educational and Cultural Services. A review is also a chance for the migrant teacher to discuss with the DECS staff the program, the students, reporting, etc. and for the teacher to ask questions.

I will meet with each teacher for 1 to 2 hours. Would teachers please have all program records available or arrange access to them during the visit. Following these meetings, I would like to meet with you at (time3)_____ to discuss the program review visit.

I look forward to talking with you and seeing first-hand the work you are doing with Migrant students.

Sincerely,

_____, (Title)
Division of Compensatory Education

cc: (Teacher1)
(Teacher2)

Forms:mconf2B
Use Form:mconf2M

TESTING PROGRAM

Guidelines for implementing Norm-referenced Testing

The steps listed here describe the procedure to follow in implementing the norm-referenced testing model. This model requires a pretest and postest, administered fall/spring or spring/spring, using a nationally normed test. Each Migrant teacher is required to have a norm-referenced testing program in place, in order to demonstrate student gains.

Step 1. Select a nationally-normed achievement test.

The achievement test given as a pre-test and post-test to measure program effectiveness may be the same test as that used by either the district or Chapter 1. Coordination with existing testing programs will avoid extra testing of students when possible. However, the migrant teacher will need to test in some cases. For instance, the Maine Assessment Test results cannot be substituted for the pre-test or post-test norm-referenced data. Arrangements should be made for the migrant teacher to test these students in order to provide continuity of data.

The test selected should have empirical norms for the time of year that the pre-test and post-test is administered. That is, the publisher will have actually administered the test to a national-norm sample at the same time of year as the pre-test and post-test, whether the project's testing schedule is fall-spring, or spring-spring.

The appropriate level and form of the test should be given at the pre-test and post-test. The appropriate level is one whose difficulty and content match the performance levels of the student (functional level testing). The appropriate form to use at pre-testing and post-testing is the same form that the publisher used with the national norm sample.

Step 2. Schedule a testing date within the recommended testing period.

Information on when to administer a norm-referenced test may be found in the literature on the test or in the Test Information Summary available from the State Migrant office. Call 1-800-452-1909 and request this information from Ruth Johnson if you do not know the recommended testing period for the test you plan to administer.

Some districts test annually in the fall. The fall results each year can be used as a pre-test and the migrant teacher will need to administer the post-test in the spring.

If the district schedules the testing outside the recommended testing period, then interpolated scores should be requested (see Step 4).

Step 3. Select students to be tested.

Test all "active" students with whom the migrant teacher works. An active student is someone the migrant teacher schedules for tutoring at least once a week. If an active student is performing two or more years below his or her assigned grade level, then that student can be tested with an out-of-level test.

Step 4. Administer the test to program participants.

Plan to test all active students in reading comprehension; test in mathematics only if the student is tutored in math by the migrant teacher.

A test administration checklist is included in this section for your information. Be familiar with the specific test you are administering and carefully follow the publisher's instructions.

It is permissible to test from 2-6 weeks before or after the empirical norming date. If this is done, it is necessary to interpolate/extrapolate the publisher's norms to the date that the test was administered. Instructions for the additional computations required can be obtained from the Chapter 1 Technical Assistance Center (1-800-258-0802).

In administering annual tests (spring-spring), deviations in the norming date should be in the same direction and of the same size at pre-test and post-test times.

Step 5. Score the pre-test/post-test and record scores.

If tests are hand scored, make sure that the correct answer key for the level and form of the pre-test is used in determining the raw score (number of items correct) for each student. Then randomly select a small sample of scored tests and have someone else re-score them to check the reliability of hand scoring. Scoring keys are usually contained in a test publisher's "Teacher's Guide" or a similar document, which is typically available for specific levels and forms of a test.

A choice between hand scoring or having the test scored by the publisher will depend on several considerations. The advantages of using a scoring service through the publisher include accuracy and the variety of analyses provided by computer processing. The disadvantages are cost, preparation for shipping, and turn-around time.

Step 6. Record test scores on matched data record sheets.

Section II of the Annual Report form has a chart for recording test score data by grade. To accomplish this, individual test scores must be aggregated into a mean score for all students in each grade.

Using a separate matched data sheet for each grade, record the pre-test and post-test scores, in reading and in math, of all students you actively tutored in those subjects. Record both the national percentile score and the Normal Curve Equivalent Score (NCE). A percentile to NCE conversion table is included at the end of this section. If hand-scoring, make sure the conversion to percentiles and NCEs are done with norm tables representing the grade level of the student taking the test.

When all individual scores are recorded, follow directions on the sheet to add the NCE scores and obtain a mean NCE score. This score can then be converted via the chart to a mean percentile score.

Step 7. Record scores on the Annual Report form.

Record the mean test results for each grade for the pre-test and post-test in reading and math. It is important to record the day of the month when the test was given. Also, record the name of the test and the level used for that grade.

The NCE gain is obtained by taking the difference between the pre-test mean NCE score and the postest mean NCE score. Subtract the pre-test from the post-test. This may be a negative number.

If you have questions about recording test scores, or about any of the testing process, call Ruth Johnson at the Maine Migrant Education Office, 1-800-452-1909.

QUESTIONS AND ANSWERS ON TESTING PROGRAM

Maine Migrant Education

Given below are some of the more commonly asked questions and their answers concerning the implementation of a norm-referenced test program.

Q 1: What can be done if the district administers a norm-referenced test to students in some grades, but not all grades?
A 1: Arrange to use the same test the district uses and administer it to active migrant students not tested by the district.

Q 2: Students taking the Maine Assessment, PSATs and SATs are not included in the regular norm-referenced district testing. Can I use these results?
A 2: No. These are norm-referenced tests, but they are only given once to each student. The same test must be used for pre-test and post-test results for comparison to show gains. Arrange to administer the appropriate level test to active migrant students in these grades.

Q 3: My district purchased a different test this year. We are on a yearly cycle. Can I use different tests for the pretest and postest?
A 3: The same test should be used for both pretest and postest. I recommend the pretest data be eliminated. This year's data will serve as next year's pretest.

Q 4: Certain subtests of the test battery match the instructional content of a Migrant Program, some subtests do not. Do I administer the whole test?
A 4: No. Any appropriate subtest which has percentiles may be used. This would include reading comprehension and math computation as a minimum. However, you must use these same subtests in comparing pre- and postest results.

Q 5: Can a Migrant Program test only once a year and still fulfill the testing requirement?
A 5: Yes, if it is a spring-to-spring cycle.

Q 6: Can a diagnostic test be used for Migrant evaluation?
A 6: Yes, as long as the test has national norms and is administered as both the pret-est and the post-test.

Q 7: The test we use has both local and national norms. Which do I use?
A 7: The national norms.

Q 8: In order to test the students in my Migrant Program at their functional level, I must change levels between pre- and post-test. Is this all right?
A 8: Yes, the Maine Migrant Program approves out-of-level (or functional level) testing. However, if the student is 2 or more levels below his or her assigned grade, and is a special education student, do not test.

Q 9: The norming dates for the district administered test are late October and late April. However, the district plans to test students in mid-September and postest in late May. What can be done?

A 9: Talk with the person in charge of testing and find out if interpolated scores will be requested from the publisher's scoring service. Let the person know you are concerned.

Q 10: Must a local Migrant Program use the same test as that used by the district and/or Chapter 1?

A 10: Yes, to the extent possible and practical. Students get test weary and are not motivated to "do their best" when over-tested.

Q 11: If our program uses a fall-spring testing cycle, should we bother to post-test a student if that student has no pre-test scores?

A 11: You should test the student in the spring if there is a possibility the test results will be used later in a spring-spring test cycle. One exception here would be the graduating student.

Q 12: The district testing cycle is fall-fall. What do I do about this?

A 12: Use the district test scores as the pre-test. Arrange to administer the same test to active migrant students within the spring norming period and use these scores as the posttest.

Q 13: Do I test seniors?

A 13: You would test seniors if they are active in the program. The exception is seniors who have no pre-test data. With no pre-test, you would not test.

Q 14: How do I get test results back in time to send to the State office by the required date?

A 14: You need to work closely with guidance or Chapter 1, so that tests are ordered early, administered early in the testing period, and sent immediately for scoring. A turn-around time of six weeks should be allowed for scoring.

Q 15: My district has a policy not to test kindergarten and first grade students. How do I handle this?

A 15: We do not require any testing for kindergarten students. For first graders, the requirement may be waived, to coincide with district policy. Please attach a note of explanation with your report.

Percentile to Normal Curve Equivalent

Conversion Table

%ile	NCE	%ile	NCE	%ile	NCE
1	1.0	34	41.3	67	59.3
2	6.7	35	41.9	68	59.9
3	10.4	36	42.5	69	60.4
4	13.1	37	43.0	70	61.0
5	15.4	38	43.6		
6	17.3	39	44.1	71	61.7
7	18.9	40	44.7	72	62.3
8	20.4			73	62.9
9	21.8	41	45.2	74	63.5
10	23.0	42	45.8	75	64.2
		43	46.3	76	64.9
11	24.2	44	46.8	77	65.6
12	25.3	45	47.4	78	66.3
13	26.3	46	47.9	79	67.0
14	27.2	47	48.4	80	67.7
15	28.2	48	48.9		
16	29.1	49	49.5	81	68.5
17	29.9	50	50.0	82	69.3
18	30.7			83	70.1
19	31.5	51	50.5	84	70.9
20	32.3	52	51.1	85	71.8
		53	51.6	86	72.8
21	33.0	54	52.1	87	73.7
22	33.7	55	52.6	88	74.7
23	34.4	56	53.2	89	75.8
24	35.1	57	53.7	90	77.0
25	35.8	58	54.2		
26	36.5	59	54.8	91	78.2
27	37.1	60	55.3	92	79.6
28	37.7			93	81.1
29	38.3	61	55.9	94	82.7
30	39.0	62	56.4	95	84.6
		63	57.0	96	86.9
31	39.6	64	57.5	97	89.6
32	40.1	65	58.1	98	93.3
33	40.7	66	58.7	99	99.0

(7/89)

CHARACTERISTICS OF VARIOUS SCORE SYSTEMS

TYPE OF SCORE	BRIEF DESCRIPTION	SOME ADVANTAGES	SOME LIMITATIONS
RAW SCORES	The number of correct responses obtained by the student. Range: 0-Total number of test items	Could be used to assess mastery in a given area	Difficulty in comparing performance on subportions of the same tests Difficulty in comparing performance on different tests Difficulty in interpreting scores
PERCENTILES	The student's relative standing in the norm group in terms of the proportion of students scoring below him/her. Range: 1-99	Can be used to establish the standing of an individual relative to a normative group	Cannot be used in computation of group statistics A difference of 10 percentiles at one point in the range is not equivalent to a difference of 10 percentiles at another point on the range.
GRADE LEVEL EQUIVALENTS	"Grade Placement" of student based upon test performance. Range: K-12	Apparent ease of communication. (People believe they understand what is meant by Grade Level Equivalents)	Same as percentiles plus: They are often misleading (e.g., a score of 7.0 by a fifth grade student does not mean he can do 7th grade work) Most G.L.E. values are estimates
STANDARD SCORES SYSTEMS	The amount by which a student's score departs from average. Range: depends on particular system (e.g., T-score; Z-scores; stanines, NCEs)	Performances of various tests and subtests can be computed. They are equal intervals.	Not all the publishers use standard scores of the same standard score system
STANINES	A standard score system which has nine intervals.	Same as standard score systems	Use of only nine intervals does not permit fine discrimination.
EXPANDED SCALE SCORES	A standard score system with an arbitrary mid point but generally includes several grade levels. Range: Depends on particular system by publisher	Same as standard score systems, plus: Comparison can be made from grade to grade Facilitates out of level testing	Not all publishers use them and not all publishers use the same numbering system. Can't combine results from different publisher's tests Difficulty of interpretation by lay-person
NORMAL CURVE EQUIVALENT	A standard score system having 99 intervals. The average corresponds to the 50th percentile; the 1st and 99th NCEs correspond to the 1st and 99th percentiles.	Same as standard score systems, plus: Ease of interpretation Permit aggregation of data from a wide variety of tests	They are relatively new They depend upon standard scores and percentiles Not all test publishers use them

EVALUATION

The Maine Migrant Program is evaluated each year via the Annual Report developed in conjunction with the statewide Maine Migrant Advisory Council. This report includes statistics on enrollment, scores reflecting progress of participating students, and an opinion survey of migrant teachers.

The enrollment statistics relate only to those identified students in schools with a migrant program. Information is presented by grade enrollment, by ethnic status, and by types of supplemental services delivered. From this information, an accurate count and profile emerges of the children served by the Maine Migrant Education Program.

A second form of evaluating the program is through measurement of student gains in relation to national norms. This looks at whether migrant students are keeping up with the national norm, are gaining on the norm, or are falling behind. Since the mission of migrant education is to provide continuity for, and support special needs of, students who might otherwise fall behind, a migrant program may be considered "successful" when its students achieve regular progress by national standards. Details of the norm-referenced testing program are discussed under Testing in this Handbook.

Another measure of the success of the program is via response from the teachers to the opinion section of the Annual Report. This asks them to evaluate progress in reaching goals and objectives of the program.

A sample Annual Report form is included under Record-Keeping. The report for the current year will be similar in format; the program survey will be specific to the goals and objectives set forth in the Annual Plan for this year.

An Evaluation Report is prepared every second year which summarizes the above information. This is available to local projects and other interested persons, and copies are forwarded to the USDE.

Section E

Special Programs

READING IS FUN PROGRAM

General Information

RIF began as the brilliantly simple idea of a remarkable woman. In 1966, while tutoring in the Washington, D.C. public schools, the late Mrs. Robert McNamara made a shocking discovery. The children she was teaching to read had no idea that reading is fun, that people do it for pleasure. Many of them had never owned a book. There were often no newspapers or magazines in their homes, and rarely did they see adults with a book in hand, willingly reading.

So Mrs. McNamara and a group of citizens organized the first Reading is Fundamental Project, designed to encourage children to read by showing them reading is fun. The method was simple, give the children a chance to choose, and to keep, books that interest them. Involve their parents. Provide other activities - visits to the library, reading picnics in the park - that emphasize the fun of books. It worked, so well in fact that today the Inexpensive Book Distribution Program (RIF) have projects in all fifty states.

In Maine, it is anticipated that 5000 migratory children will be offered at least two books. The distribution will occur within each of the LEA project sites in the spring of each year. Books will be distributed to current migrant students statewide by the Migrant office. The school district may elect to have the disseminations district-wide or by school. The disseminations will be for an entire school day and will involve as many migrant students as possible. School districts wishing to participate in the RIF program will be asked to hold a RIF dissemination for migrant eligible students only.

Specific Information

The Smithsonian Institution provides free books to all migrant students in America. Books will be given to Maine Migrant Students during a week in the spring of each year, during a RIF dissemination planned and executed by the migrant teachers throughout the state. A dissemination is a fun, memorable experience hoping to excite kids about reading.

The theme for the year's RIF dissemination will be selected by the Coordinator and will be sent to migrant teachers in the fall informational letter.

Parent Advisory Councils should be actively involved in the planning and the actual RIF event. The Maine Migrant Advisory Council urges all teachers to hold RIF dissemination during Parent Advisory Council meetings.

The Maine Migrant Office has established a book selection committee made up of:

107 Teachers
1 Librarian (Maine State Library)
1 Representative of Proposer (Pamela Gatcomb)
5 Maine Migrant Advisory Council Members (Statewide PAC parent members)

In the fall of each year, teachers will be asked to send listings of books students would enjoy reading by November 30th. The Migrant Education Office will then organize and tabulate the books for review by the other members of the committee. The librarians will review the list particularly for inappropriate books. The final selection of books will be made by a committee of ten.

Factors to be considered when selecting books are:

Children's interest
Quality and price
Diverse ethnic backgrounds
Suitability for diverse ethnic backgrounds
Percentage of students by race and age
Reading level

RACE	AGE
American Indian = 12%	3 to 5 = 15%
White = 88%	6 to 11 = 44%
	12 to 15 = 30%
	15 through H.S. = 11%

School districts will be responsible for publicizing the RIF dissemination by:

Posters
Newsletters
Newspaper (Public Service Announcement)
Home Visits
Notices from school

Parents will be involved as much as they are willing to participate. However, PAC committees will be actively involved in the development and implementation of the RIF disseminations. It is hoped that parents volunteer to help with the book distributions during Parent Advisory Council meetings or during the school day.

WORLD HEALTH DAY IN MIGRANT EDUCATION

On April 7 of each school year, migrant teachers will sponsor activities and special programs to commemorate World Health Day for their migrant students. World Health Day is a time of health consciousness-raising for both the general public and health or education professionals. It is an occasion to discover the meaning and importance of health in our lives and a means to advocate the World Health Organization's goal of "Health for All by the Year 2000."

World Health Day activities include assemblies, ceremonies, games, contests, fitness events, health fairs and workshops. Your World Health Day observance is limited only by your imagination.

Each year the American Association for World Health sets the theme for the day. During the Fall In-Service Workshop, information on the theme and curriculum materials or ideas will be presented by the Migrant Office. Please plan your activities and special programs with health care professionals in your community and with members of your local Parents Advisory Council. Letters similar to the following should be sent to teachers and sent home to parents.

Enjoy Your Day!

Maine School Administrative District No. 1
Mapleton Elementary School

DAVID P. RAND, Principal
P.O. Box 386
Mapleton, Maine 04757-0386
Telephone: 764-1589

April 1, 1987

Dear Teachers,

In conjunction with World Health Day, Tuesday, April 7, the Migratory class will be participating in an all-day health awareness observance. One hundred sixty-six countries across the world will be sponsoring special programs and activities to bring attention to the importance of disease prevention and healthy living habits. The international theme of World Health Day is "Immunization: A Chance for Every Child." Our national theme is "Healthy Living: Everyone a Winner."

Some objectives of the Maine Migratory Program include the following: 1) to improve the physical and nutritional health of the child 2) to develop positive attitudes toward school, education, and life in general 3) to promote self-image of the child 4) to enrich the cultural background of the child 5) to develop a sense of belonging in the community.

Activities planned for the day will help meet the above objectives. They include the following: 1) writing of health facts and slogans 2) journal writing 3) balloon send-off (containing messages) 4) one-mile walk on the Presque Isle bike path 5) certificate presentation pledging to protect own health and that of their families and communities.

I am inviting all Migratory children to participate. Please let me know if you would prefer that Migratory children in your classroom not participate. The children need to be in my room by 8:45 on Tuesday. Please have them bring their journals. They will return to their classrooms at 2:20.

I know it is a busy time, but won't you please support this special day. I'm looking forward to a fun-filled, learning-filled day for the children.

Thank you!

Kim
Migratory Teacher

Maine School Administrative District No. 1
Mapleton Elementary School

DAVID P. RAND, Principal
P.O. Box 386
Mapleton, Maine 04757-0386
Telephone: 764-1589

April 3, 1987

Dear Parents:

In conjunction with World Health Day, Tuesday, April 7, the Migratory class will be participating in an all-day health awareness observance. One hundred sixty-six countries across the world will be sponsoring special programs and activities to bring attention to the importance of disease prevention and healthy living habits. The international theme of World Health Day is "Immunization: A Chance for Every Child." Our national theme is "Healthy Living: Everyone a Winner."

Activities for the day are designed to meet Maine Migratory Program objectives. Activities planned for the day include the following: 1) writing of health facts and slogans 2) journal writing 3) balloon send-off (containing messages) 4) one-mile walk on the Presque Isle bike path 5) certificate presentation pledging to protect own health and that of their families and communities.

I'm looking forward to a fun-filled, learning-filled day for the children. If you have any questions, please feel free to call me at 764-1589.

Sincerely,

Kimberley Wright

Kimberley Wright
Migratory Teacher

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A Brief History of World Health Day

World Health Day was established as one of the first official acts of the World Health Organization (WHO). It was first observed on July 22, 1949 marking the anniversary of the signing of the Constitution of WHO on that date in 1946. Unfortunately, public and private schools in most countries are closed during the month of July. Subsequently, the date of World Health Day was changed to April 7, in an effort to encourage student participation. Therefore, World Health Day commemorates April 7, 1948, the date the WHO Constitution was formally adopted.

Annual themes for World Health Day have been a tradition since 1950. The 1986 World Health Day theme was "Healthy Living... Everyone a Winner." This theme focused on sensible lifestyles and emphasized the positive steps that individuals and communities could take to prevent disease and promote health for a better world tomorrow. The 1987 World Health Day theme was "Immunization: First Line of Defense." This theme emphasized the need to re-dedicate ourselves to some of the traditional strengths of community health education. Fortifying the first line of defense becomes necessary because communicable disease continues to be a major source of morbidity and mortality throughout most developing nations. Additionally, recent outbreaks of measles on college campuses and the growing threat from Acquired Immune Deficiency Syndrome in the United States and other industrialized nations make clear the need to advance basic primary prevention principles of public health and community health education. Annual themes are selected by the Director General of WHO, based upon suggestions submitted by member governments.

Teaching Materials on World Hunger and Other International Health Problems

Diane Allensworth

World Hunger
The Hunger Project
2015 Steiner Street
San Francisco, CA 94115
(415) 346-6100

The organization in addition to publishing excellent resources such as *Ending Hunger: An Idea Whose Time Has Come*, and a periodic newspaper entitled, *A Shift in the Wind*, provides teacher inservice work shops. All of the following citations on hunger are from their *The Ending Hunger Briefing Workbook*.

Periodicals/Newsletters

Bread for the World
6411 Chillum Place, NW
Washington, DC 20012
(202) 722-4100

This timely newsletter analyzes the legislative process and provides information on how citizens can utilize it to end hunger.

CARE Briefs
CARE World Headquarters
660 First Avenue
New York, NY 10016

Periodically published by CARE, this newsletter provides a variety of information on CARE projects aiding world hunger and development.

Ceres: FAO Review on Agriculture and Development
Food and Agriculture Organization of the United Nations
Distribution and Sales Section
Vea delle Terme de Caracalla
00100 Rome, Italy

A bimonthly publication of the United Nations which reports on development projects worldwide.

Food Monitor
World Hunger Year, Inc.
350 Broadway, Suite 209
New York, NY 10013
(212) 226-2714

This broad-ranging bimonthly publication which reviews food and development issues features fine and excellent graphics.

Hung. Notes: A Journal of Facts and Action
World Hunger Education Service
1317 G Street, NW
Washington, DC 20005
(202) 347-4441

This thematic newsletter is published ten times a year.

Oxfam America News
Oxfam America
115 Broadway
Boston, MA 02116
(617) 482-1211

Three times a year this newsletter reports on the specific work of the organization and provides an analysis of the causes and cures for poverty and hunger.

Diane Allensworth is an associate professor in the Department of Adult Counseling, Health, and Vocational Education at Kent State University, Kent, OH 44240.

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Periodicals Newsletters

Seeds
Oakhurst Baptist Church
222 East Lake Drive
Decatur, GA 30030
(404) 378-3566

A monthly publication focusing on the Christian response to the political and economical realities that underlie world hunger.

A Shift in the Wind
The Hunger Project
2015 Steiner Street
San Francisco, CA 94115
(415) 346-6100

This newsletter published three times a year provides data on the worldwide progress on ending hunger.

Books and Reports: Basic Data on World Hunger

Agenda, 1983
Overseas Development Council
1717 Massachusetts Avenue, NW
Washington, DC 20036
(202) 234-8701

This 1983 edition, available in paperback for $9.95, focuses on U.S. foreign policy goals in the Third World.

FOA Annual Report: The State of Food and Agriculture
FAO Liaison Office for North America
1001 22nd Street NW, Suite 300
Washington, DC 20437
(202) 653-2398

This annual report is a useful collection of information on the state of agriculture and food in the world.

State of the World's Children, 1984
The Information Division
UNICEF
866 UN Plaza
New York, NY 10017
(212) 754-7113

This report written by J.P. Grant investigates hunger in the Third World and discusses measures which have the potential to cut in half infant and child mortality.

Who's Involved With Hunger: An Organization Guide, 1985
World Hunger Education Service
1317 G Street, NW
Washington, DC 20005
(202) 347-4441

This inexpensive publication provides a listing of more than 400 organizations which in some way address the issue of hunger.

Books: Focus on the Experience of Hunger (available in paperback at bookstores)

Oscar Heuers. *Five Families: Mexican Case Studies in the Culture of Poverty*. New York: Basic Books, 1959. $4.95.

Studs Terkel. *Hard Times: An Oral History of the Great Depression*. New York: Washington Square Press, 1970. $2.95

Knut Hamsun. *Hunger* (translated by Robert Bly). New York: Farrar, Straus, and Geroux, 1967. $5.95.

Colin Turnbull. *The Mountain People*. New York: Simon and Schuster, 1972. $4.95.

Kamala Markandaya. *Nectar in a Sieve*. New York: Signet, 1954. $1.95.

Loretta Schwartz-Nobel. *Starving in the Shadow of Plenty*. New York: GP Putnam's Sons, 1981. $12.95.

Books: Focus on Specific Countries' Responses to Hunger

Dharma and Development ($6.75)
by Dianna Macy
Kumarian Press
29 Bishop Road
West Hartford, CT 06119
(203) 232-4360

A description of a self-help movement in Sri Lanka using indigenous values to achieve development.

Fanshen: A Documentary of Revolution in a Chinese Village ($5.95)
by William Hinton
Vintage Books
Random House
New York, NY

A factual report of a two year process that resulted in an end to hunger. $5.95.

Books: Focus on Specific Countries Responses to Hunger

Food Trends and Prospects in India (...95)
by Fred H. Sanderson and Shyamal R...
The Brookings Institute
Washington, DC

A report on the long term agricultural prospects in India and alternative ways of meeting food needs.

Growth and Equity Policies and Implementation in Indian Agriculture
Research Rep. 25 by J.S. Sarma
International Food Policy Research Institute
1776 Massachusetts Av. NW
Washington, DC 20036

This report, available at no charge, examines the impact of new technology on agriculture.

Mozambique and Tanzania: Asking the Big Questions ($4.75)
by F.M. Lappe and A. Beccar-Varela
Institute for Food and Development Policy
2588 Mission Street
San Francisco, CA 94110

The developmental policies of these two countries are analyzed.

Rural Development in Costa Rica ($4.50)
by Jeffrey Ashe
Interbook, Inc.
611 Broadway, Room 227
New York, NY 10012

A report of problems remaining in agriculture in a country that has low infant mortality.

Books: Perspectives on Issues Related to Ending Hunger

Beyond Charity: US Voluntary Aid for a Third World
by J.G. Sommer ($3.95)
Overseas Development Council
1717 Massachusetts Avenue NW
Washington, DC 20036

A documentation of historical and current practices of the private voluntary organization in the United States.

Food First: Beyond the Myth of Scarcity
by F.M. Lappe and J. Collins
Ballentine Books
New York, NY

An analysis of the hunger problem which concludes that land reform and political action is needed so that enough food can be produced.

The Global 2000 Report to the President Entering the 21st Century vol. I The Summary Report ($3.50)
Superintendent of Documents
US Government Printing Office
Washington, DC 20402

A study prepared in 1980 for President Carter on the long term impact of current trends in population growth, environment, and natural resources usage.

Cooperation South
UNDP, Division of Information
One United Nations Plaza (DCI-1972)
New York, NY 10017

Published by the United Nations, this newsletter focuses on technical cooperation among developing countries.

Development Forum
United Nations
PO Box 5850
Grand Central Station
New York, NY 10163-5850

This newspaper is published ten times yearly and contains articles on economic and social development, health, and education. Beginning last fall a new feature is the addition of actual teaching materials periodically.

...ntal Health Newsletter
AHRTAG
85 Marylebone High Street
London W1M 3DE
United Kingdom

A free publication by Appropriate Resources and Technologies Action Group Ltd., this biannual newsletter promotes dental health care in developing countries—prevention and appropriate and low-cost equipment for dental treatment.

Books: Perspectives on Issues Related to Ending Hunger

Diarrhoea Dialogue
AHRTAG
85 Marylebone High Street
London, WIM 3DE
United Kingdom

A free newsletter published four times a year which is concerned with all aspects of prevention and control of diarrhoea disease.

Horizons
Agency for International Development
Office of Public Affairs
Washington, DC 20523

Published eleven times yearly, this publication focuses on the activity of the agency for international development.

Health Challenges in the Developing World
CARE Briefs
CARE
660 First Avenue
New York, NY 10016

A report on health problems and strategies to ameliorate those problems in the developing countries.

IDB News
InterAmerican Development Bank
808 17th Street NW
Washington, DC 20577

Published monthly, this newsletter reports on the new and continuing projects of the bank throughout countries in the hemisphere.

Small is Beautiful-Economics as if People Mattered by E.F. Schumacher ($2.95)
Harper and Row
New York, NY

Promotes the need to adopt an appropriate low energy technology approach to development.

World Military and Social Expenditures
by Ruth Leger Sivard
World Priorities Inc.
Box 25140
Washington, DC 20007

An annual documentation of the world's resources used for social and military purposes.

World Health
Project W.H.E.R.E
World Health Education
Resources Exchange
American Association for World Health
515 Twenty-second Street NW
Washington, DC 20037

Sponsored by the American Association for World Health and developed by the Education Development Center, this teaching curriculum on health in the Third World for use by students grades 7–12 is designed to interface with World Health Day, although it could appropriately be used at any time during the year.

Periodicals and Newsletters: Free or Inexpensive

Appropriate Technology for Health
Division of Strengthening of Health Services
World Health Organization
1211 Geneva 27, Switzerland

This lively newsletter published by the World Health Organization provides practical and theoretical reports on health projects around the world.

Aramco World
Aramco Services Company
SW Kombargi, Director
Public Affairs Department
PO Box 2106
Houston, TX 77252-2106

This colorful bimonthly published by Aramco Corporation focuses on the history, culture, and geography of the Middle East with an occasional article on health.

Contact
World Council of Churches
150 Route de Ferney
1211 Geneva 20
Switzerland

The World Council of Churches reports on topical and innovative approaches to integrated development. Readers from industrialized countries are encouraged to subscribe. $7.50.

The IDRC Reports
Communications Division, IDRC
PO Box 8500
Ottawa, Canada KIG 3H9

A quarterly magazine by the International Development Research Center which focuses on activities in agriculture, health, food, population, and education.

Periodicals and Newsletters: Free or Inexpensive

New Internationalist
New Internationalist
113 Atlantic Avenue
Brooklyn, NY 11201

A monthly publication that examines the unjust relationship between rich and poor nations.

RF Illustrated
Rockefeller Foundation
1133 Avenue of the Americas
New York, NY 10036

The occasional report of the foundation focuses on its activities worldwide in health, agriculture, arts and humanities, international relations, and population sciences.

Report
Room N 231
World Bank
1818 H Street NW
Washington, DC 20433

Published by the World Bank, this free publication examines poverty, development, environmental issues, and education.

UNU Work in Progress
United Nations University
Joho Seimei Building
15-1, Stubuya 2-Chome
Shibuya-ku, Tokyo 150
Japan

This newsletter published by the United Nations University provides a sampling from publications, reports, and working papers of the university on topics such as development, nutrition, technology, health, and education.

Salubritas
American Public Health Association
1015 Fifteenth Street NW
Washington, DC 20005

Published quarterly, and available for a modest fee, the 8-page publication focuses on both health education and health sources articles as well as providing information on training programs and health resources.

UNICEF News
UNICEF
New York, NY 10017

This quarterly newsletter describes the activities in food, development, and education as they impact on children.

Vita News
Volunteers in Technical Assistance
1815 North Hynn Street, Suite 200
Arlington, VA 22209-2079

This magazine is published quarterly to provide those working on technical problems in developing countries appropriate technologies. $15 donation.

World Development Forum
The Hunger Project
2015 Steiner Street
San Francisco, CA

A semimonthly publication; facts, trends, and opinion in international development.

World Health
World Health Organization
Av. Appia
1211 Geneva 27
Switzerland

Published ten times yearly, this is the official illustrated magazine of the World Health Organization.

World Health Forum
World Health Organization
Av. Appia
1211 Geneva 27
Switzerland

Published quarterly and available at minimum cost, this journal targets those responsible for health policy and provides a platform for the international exchange of ideas on all aspects of public health.

World Watch Papers
World Watch Institute
1776 Massachusetts Ave. NW
Washington, DC 20036

World Watch Institute publiches a series of papers. Many titles focus on World Health. Price per single copy: $4.00.

Games

Ayoka Bafa
SIMILIE II
P.O. Box 910
Del Mar, CA 92014

This cross-cultural game gives students insight to values in different cultures.

BOOKS AND BOOK REVIEWS

BOOKS

Acquired Immune Deficiency Syndrome: Surgeon General's Report. U.S. Department of Health and Human Services. 1987. 36 pp.

Answers About AIDS. American Council on Science and Health, 47 Maple Street, Summit, NJ 07901. 1986. 60 pp.

Birth Control Pamphlet Series. Network Publications, 1700 Mission St., P.O. Box 1830, Santa Cruz, CA 95061-1830. 1986.

Childhood and Chemical Abuse: Prevention and Intervention. Edited by Staphanie Gnswold-Ezekoye, Karol L. Kumpfer, and William J. Burkoski. The Haworth Press, Inc., 12 West 32 St., New York, NY 10001. 290 pp.

Creative Wellness. Michelle Luson. Warner Books, 666 Fifth Ave., New York, NY 10103. 1987. 304 pp., $7.95.

Current Health Policy Issues and Alternatives: An Applied Social Science Perspective. Edited by Carole E. Hill. The University of Georgia Press, Athens, GA 30602. 1986. 210 pp., $20.00 (cloth), $10.00 (paper).

Date Rape! Terri and J. R. Talk to Teens. (pamphlet) Network Publications, 1700 Mission St., P.O. Box 8506, Santa Cruz, CA 95061-9990. 1987. 7 pp., 50 for $11.00.

Eater's Choice. Ron Goor and Nancy Goor. Houghton Mifflin Company, 2 Park St., Boston, MA 02108. 1987. 380 pp., $17.95 (hardcover); 354 pp. $10.95 (paperback).

The Healing Nutrients: Facts, Findings and New Research on Amino Acids. Eric R. Braverman, M.D. and Carl C. Pfeiffer, M.D. Keats Publishing, Inc., 27 Pine Street, New Canaan, CT 06840. 1987. 477 pp., $23.95.

Health Education in Schools: Planning and Implementing. Marion Pollock. Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, CA 94301. 1987. 384 pp., $26.95.

Keeping Promises. Kay Marie Porterfield. Harper & Row, San Francisco Icehouse One-401, 151 Union St., San Francisco, CA 94111-1299. 1986. 145 pp. $6.95.

Manual of Radiographic Technique. World Health Organization. Geneva. 1986. 253 pp. (paper).

The 1990 Health Objectives for the Nation: A Midcourse Review. Public Health Service, U.S. Dept. of Health and Human Services. Office of Disease Prevention and Health Promotion. 1986. 250 pp. ODPHP Health Information Center, P.O. Box 1133, Washington, D.C. 20013-1133.

No Easy Answers. A Sexual Abuse Prevention Curriculum for Junior High and Senior High School Students. Cordelia Anderson Kent. Illusion Theater, 304 North Washington, Minneapolis, MN 55401. 215 pp.

The Patient's Guide to Medical Tests. Cathey Pinckney and Edward R. Pinckney, M.D. Facts On File Publications, 460 Park Avenue South, New York, NY 10016. 1987. 385 pp., $12.95.

Psychology of Motor Learning. Joseph B. Oxendine. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 1987. 400 pp.

The Rejuvenation Strategy. Rene Caillet and Leonard Gross. Doubleday & Company, 245 Park Ave., New York, NY 10167. 1987. 285 pp., $16.95.

Research Techniques for the Health Sciences. Laurna Rubinson and James J. Neutens. Macmillan Publishing Company, 866 Third Ave., New York, NY 10022. 1987. 365 pp.

Shapedown: Just For Teens. Laurel M. Mellin. Balboa Publishing, 101 Larkspur Landing Circle, Larkspur, CA 94939. 1987. 212 pp., $16.95.

Teaching Today's Health. Second edition. David Anspaugh, Gene Ezell, and Karen Nash Goodman. Charles E. Merrill Publishing Co., Columbus, OH 43216. 1987. 550 pp., $27.95.

Treat Yourself. Jack Phillip Prince. Vantage Press, Inc., Book Publishers, 516 West 34th St., New York, NY 10001. 1987. 160 pp., $13.95.

AUDIOVISUALS

Guidance and Values. Five film series. Teenagers. Random House Educational Enrichment Materials, Dept. 9281, 400 Hahn Rd., Westminster, MD 21157. Five filmstrips and teachers' guides $144.00. Individual filmstrip w sound $37.00.

Guidance. Personal and Social Development Series. Six issues of contemporary concern. Grades 5-9. Random House Educational Enrichment Materials, Dept. 9281, 400 Hahn Rd., Westminster, MD 21157. Six filmstrips and teachers' guide $165.00. Individual filmstrips/w sound $37.00.

"Healthy Me." Modern's Scheduling Center, 5000 Park St. N., St. Petersburg, FL 33709. Available on VHS videocassette on a free-loan basis. 18 minute feature.

BOOK REVIEWS

Our Worst Fears. Directed by Robert J. Hartnett, Jr. Films for the Humanities, Inc. Box 2053, Princeton, NJ 08540. 1986.

—Reviewed by Michael C. Hosokawa, Professor, Department of Family and Community Medicine, University of Missouri School of Medicine, Columbia, MO 65212.

One disease has dominated the news over the past five years—acquired immune deficiency syndrome (AIDS). Hardly a day passes that the media does not report on some aspect of AIDS. An amazing amount has been learned about the epidemiology of AIDS in just a few years. Preventive guidelines published in 1983, when only a few cases were being reported, are still relevant today. The suspected pathogen has been identified and the routes of transmission, the at-risk groups, and the reservoirs for infection are known. The major recent breakthrough has been the technology for ensuring a safe blood supply.

Our Worst Fears is a television news style report featuring a host, field correspondents, and interviews with experts. The program effectively uses graphics to discuss the epidemiology and pathobiology of AIDS. A particularly outstanding segment discusses the facts and misconceptions about the disease. This information is initially presented graphically and reinforced in an excellent summary done by the program's medical consultant.

The educational value of the program is in its presentation of the facts and the misinformation about AIDS. Medical experts effectively present current information on this disease and its implications.

The liabilities in the program are the host and the correspondents who consistently oversell their story. The reporting often is inconsistent with the information given by the medical experts. As an example, the host dramatically describes AIDS as a disease that can "happen to anyone," and an "indiscriminate killer." "The numbers are staggering." In contrast, the program's medical experts tell us that homosexual and bisexual men and intravenous drug users account for 90 percent of the cases. While AIDS is a serious public health problem with between 20,000 and 30,000 new cases annually, the program consistently reports only numerator data, a flaw throughout the discussions.

The tragedy of AIDS is emphasized by short case histories which effectively connect people with statistics. However, cases tend to be overused and often do not contribute to the concepts being discussed. While most cases are homosexual males, two cases presented are heterosexual couples—one in which the male died and the other in which both partners died. The means of transmission in these two cases is not discussed, leaving the viewer with important unanswered questions.

The organization of *Our Worst Fears* sometimes is difficult to follow. The timing and the amount of attention given to the politics of AIDS, the voluntary efforts by community groups and celebrities, important but inconclusive research, and some of the case histories detract from a program which already attempts to cover too many important concepts.

Even if a vaccine or a cure is found for AIDS, health education is and always will be important to controlling this disease. *Our Worst Fears* misses its mark as effective health education. Beginning with the title, this program tries too hard to create a news story where a news story already exists.

HARVEST SCHOOLS

During the time of harvest or peak agricultural period, schooling will be offered to children of families whose parents are participating in the harvest or related activities. Academic, cultural, social enrichment, health, and physical education may be some of the services offered.

Currently two schools operate during the summer months; one for the Broccoli Harvest in Aroostook and one for the Blueberry Harvest in Washington County. Both schools are administered by the superintendent of the Unorganized Territory schools. The Blueberry Harvest School operates for four weeks in August in Washington County and the Broccoli Harvest School runs from mid-July to the beginning of school in Aroostook County. Day care services are provided as a part of the programs.

Section F

Resource Information

SCHOOL VOLUNTEER PROGRAMS

School volunteer programs are designed to meet identified needs of students, teachers and other staff, schools and volunteers. Organizing an effective volunteer program involves the following steps:

1. Identify needs of students, teachers and schools.

2. Determine which needs volunteers can appropriately fill (legal concerns and insurance liability are important).

3. Identify the policies and procedures of the volunteer program and assigning responsibilities for its operation. (An advisory council, composed of teachers, parents, administrators and school board members is helpful because it can build ownership for the program from the beginning, identify potential concerns and problems and involve school decision-makers in the program).

4. Write job descriptions (volunteers need to know exactly what's expected and required; teachers and administrators need to be clear about what they need done).

5. Recruit volunteers.

6. Screen volunteers (Personal interviews may be necessary to place volunteers in the best positions for them and to meet the needs of staff and students).

7. Train volunteers (not all volunteers will need training in order to be successful, but all volunteers will need an orientation, to include: confidentiality, school rules, job content, where to sign in and out and why that's important, what to do if they can't volunteer, and the policies and procedures of the program as a whole. A volunteer handbook is often provided to reinforce the orientation information).

8. Place volunteers (sometimes on a trial basis or for a specified period of time; volunteers know that the placement may be temporary).

9. Supervise, evaluate, COMMUNICATE. (Communication is vital in order to identify potential problems as well as to catch people being wonderful!)

10. Recognize achievement. (Don't wait until the end of the year--volunteers need to know they've done a good job as soon as they do it).

11. Begin again at the first step. (As teachers and students benefit from volunteer services, they will identify many more needs volunteers can fill).

Volunteers From the Teacher's Point of View

1. Identify your needs for an "extra pair of hands." Are there non-teaching tasks a volunteer could do? Are there new projects and programs you would initiate if you had help in preparing materials, organizing the classroom, working with small groups of students or one-to-one?

2. Identify student needs you want to fill but can't. Could a volunteer free you to spend more time with particular students? Could a volunteer spend that extra time with students if trained and supervised appropriately?

3. Be clear about what you want the volunteer to do. You'll save time later by being specific now: When do you need the volunteer's help? (Mondays and Wednesdays from 1:00 to 2:00) Where will the volunteer work? With Whom? Why? Where will the materials be that the volunteer needs to use? When will you and the volunteer meet to talk about the work? How will you know if the volunteer is doing what you need to have done? How will you give feedback? How will you get feedback? What kind of training or information will the volunteer need in order to be effective?

4. Be realistic. Volunteers provide enrichment, remediation and support. They can't be expected to diagnose student problems or deficiencies or be responsible for classroom management or discipline. They won't normally be content to stand at the duplicator for four straight hours or do only the work no one on the paid staff wants to do. They have plenty of other things to do with their time.

5. Don't be afraid to be a "supervisor" in the best sense of the word. Supervising should mean more than telling volunteers what to do; the best supervisors notice people and what they accomplish.

They try to provide support when it is necessary and to back off when they are not needed. They encourage people to develop their own potential.

The Role of the Volunteer Coordinator

Volunteer coordinators can relieve teachers of the often time-consuming tasks of finding and training volunteers. By spending time with teachers and volunteers, the coordinator can identify potential problems or concerns and address them. The coordinator can organize orientations and special training sessions for volunteers, generate community support for the program and the school and coordinate the details of making the program work.

RESOURCES

Heidi McGinley, Coordinator of School Volunteer Programs, Department of Educational and Cultural Services, Division of Curriculum, State House Station #23, Augusta, Maine 04333, 289-5981; Services offered:

Training for Teachers (Managing volunteers in the classroom; working with parents; motivating volunteers; parent-teacher conferencing)

Training for School/Community Groups (Organizing an SVP, effective advisory councils)

Training for Volunteer Coordinators (All components of volunteer programs as well as communications skills and public relations techniques)

Consultation is also offered to groups learning to work together to identify needs and concerns; on ways to generate local support for education; to solve long-standing program dilemmas, to re-vamp existing programs; and on legal and insurance concerns surrounding volunteer services.

A lending library, much written information and referrals to Maine SVP's are also available.

The Maine School Volunteer Alliance, Priscilla Mercier, Rt. 1, Box 8, Gorham, Maine, President and Coordinator of Gorham School Volunteer Program. Telephone: 839-3269.

MSVA is a membership organization with two membership categories: individual ($5) and organizational ($30). The MSVA sponsors an annual conference on school volunteerism, publishes a quarterly newsletter for its members, and plans an annual recognition celebration. MSVA is affiliated with the National School Volunteer Program, Inc., which provides training, information and other services relative to school volunteerism.

SCHOOL VOLUNTEER PROGRAMS

(June, 1986)

Auburn
Augusta
Brunswick: Hawthorne, Longfellow, Coffin
Cape Elizabeth: Pond Cove Elementary
Caribou: Hilltop
Falmouth: Plummer-Motz
Freeport: H.S., George C. Soule
Gorham
Jay: Jay Elementary
Kittery
Lewiston: Farwell, Martel
Limestone: Damon, Limestone Elementary
Millinocket: Aroostook Avenue
Peru: Peru Elementary
Portland: Reiche, Longfellow, Jack, Hall, King Middle
Raymond
Scarborough: Bessey, Pleasant Hill, Oak Hill, Eight Corners, Blue Point
South Portland
Waterville: Brookside
Windham
Winthrop
Yarmouth
York: York Elementary
CSD 10: Maranacook
CSD 15: Oak Hill H.S.
SAD #4: McKusick
SAD #6: Hollis Elementary, Elementary Libraries
SAD #9:
SAD #16: Lincoln Street
SAD #19: Lubec Consolidated School
SAD #22: Leroy Smith, Weatherbee
SAD #27: Fort Kent Elementary
SAD #31: Eleanor Curtis
SAD #33: Dr. Levesque School
SAD #35: Marshwood J.H., Central School, Eliot Elementary
SAD #40: Rowe, Warren Primary
SAD #41
SAD #44: Crescent Park, Ethel Bisbee
SAD #47: Atwood-Tapley, Williams Jr. H., Belgrade Central
SAD #49: School Street
SAD #50: Thomaston Grammar School
SAD #51
SAD #52
SAD #53: Hartland Avenue
SAD #54: Mercer, Smithfield
SAD #55
SAD #57: Shapleigh Memorial
SAD #58
SAD #59
SAD #60: N. Berwick Elementary
SAD #68: Morton Avenue, Mayo Street
SAD #71: Cosens School
SAD #75: Bowdoinham Community

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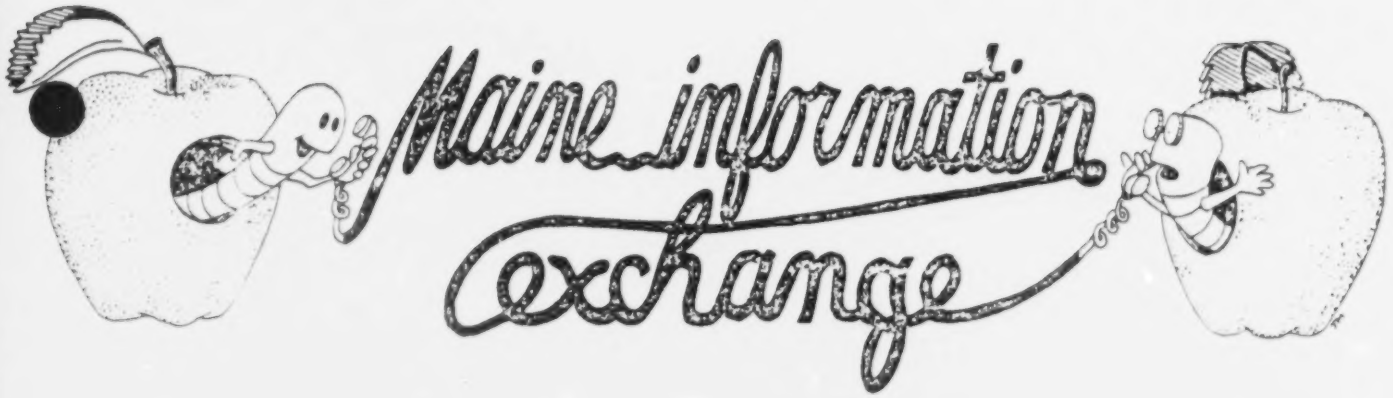
SCHOOL VOLUNTEER PROGRAMS
(Continued)

(June, 1986)

U113: Opal Myrick Elementary
U 29: Poland Community, Elm Street
U 30: Durham Elementary, Lisbon Elementary, Marion T. Morse, Sugg Middle
U 42: Readfield Elementary
U 43: Cottrell
U 44: Sabattus Elementary, Libby-Tozier
U 48: Dresden Elementary
U 51: Palermo Consolidated
U 76: Brooklin Jr. H., Brooklin Elementary, Sedgwick Primary
U 87: Asa Adams
U 93: Brooksville Elementary, Penobscot Elementary
U 98: Conners/Emerson, Mt. Desert Elementary



THE INFORMATION EXCHANGE IS A FREE SERVICE THAT SAVES YOU TIME. CALL US AND WE WILL HELP YOU FIND WHAT YOU NEED:

LOCATE — videotapes, films, software, assessment instruments, and other educational materials

FIND — someone to do a workshop, offer a course, provide an assembly program, or visit a classroom

DISCOVER — teachers, administrators and consultants who are willing to swap ideas, information and inservice programs

RETRIEVE — national research and resources for use in proposal writing, curriculum development and school board presentations

IDENTIFY — effective classroom and school based programs

EXPLORE — a variety of Maine service organizations willing to provide materials, fieldtrips, and resource people to schools

JOIN A GROWING NETWORK OF MAINE EDUCATORS BY CALLING

1-800-322-8899

or

289-2956

WHO ARE WE?

The Information Exchange is a service of the Department of Education & Cultural Services, an educational clearinghouse located in the Maine State Library in Augusta.

WHAT ARE OUR GOALS?

First — to provide busy Maine Educators with easy access to the latest research and resources for effective teaching and schooling.

Second — to encourage the development of self-help networks among teachers, administrators and other educators throughout Maine.

HOW DOES OUR CLEARINGHOUSE WORK?

You call us at 1-800-322-8899 or 289-2956. As you explain what it is you want, we will ask you some questions. These questions will help us decide where to go for your information. We can:

* Search **THE MAINE RESOURCE BANK**, a computerized list of resource people, programs, organizations and materials located in Maine, or

* Search **ERIC**, other national computerized databases for descriptions of national research and resources.

* Use the telephone and our reference materials, to find you those resources that are not conveniently listed in a computer.

WHAT IS INVOLVED IN A COMPUTER SEARCH?

From computer terminals in the State Library, Information Exchange staff check files stored in computers across the country to get answers to your questions. We send you a printed description of each resource or piece of research which matches your questions. After screening the descriptions, you can call resource contact people directly, get **free** microfiche copies of articles from us, or use the State Library system to get paper copies of materials described.

WHAT DATABASES DO WE SEARCH MOST?

The **MAINE RESOURCE BANK**, a listing of over a thou and educational resources - people, programs and materials - located in Maine, and

ERIC, a national index listing 450,000 research reports, curriculum projects, instructional methods and other educational resources from all over the country.

WHAT QUESTIONS DO PEOPLE ASK?

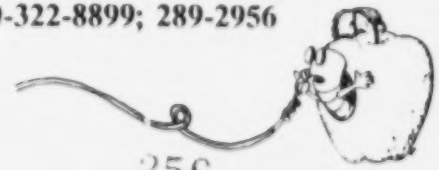
* Can you do a literature search on WRITING ACROSS THE CURRICULUM...HOMEWORK POLICIES... MIDDLE SCHOOL SCIENCE... HOMOGENEOUS VS. HETEROGENOUS GROUPING...SCHEDULING...LEARNING DISABILITIES?

* Where can we find curriculum guides on NUCLEAR USAGE...THE HUMANITIES...DRUGS AND ALCOHOL...CHILD ABUSE...ENVIRONMENTAL EDUCATION?

* Are there educators we can talk to about STARTING A DEVELOPMENTAL PRIMARY PROGRAM... CAREER LADDERS AND SUPPORT SYSTEMS...GIFTED AND TALENTED PROGRAMS...VOLUNTEER PROGRAMS?

* What audio-visual materials are available on MAINE...THE HUMAN BODY...JAPAN...GEOLOGY... COMPUTERS...SHAKESPEARE?

The Information Exchange
Maine State Library
Augusta, Maine 04333-0064
1-800-322-8899; 289-2956



SCHOLARSHIPS

Secondary migrant teachers will want to be familiar with scholarships available for migrant students. There are a few scholarships which are unique to migrant students, others are for "disadvantaged" or "minority" groups.

In 1985, a national directory was prepared of scholarships and financial assistance programs available to migrant high school graduates. Copies of this directory are available upon request from the State Migrant Education office at 317 State Street, Augusta, Maine 04330.

In addition, the following programs will be of particular interest to migrant students in Maine.

Joseph and Gloria Mattera National Scholarship fund for Migrant Children

Applications for this fund are available from the State Migrant office. Applications can be made at any time of the year; high school as well as college assistance will be considered. The concern is to enable needy migrant children to achieve their personal and career goals.

Maine Rehabilitation Fund Scholarship

This scholarship is administered by the Maine Department of Agriculture. Candidates must have a farm or forestry background and demonstrate financial need. Scholarships may be used for any type of higher education, including college, vocational or trade school.

Applications are mailed each January for the next school year and must be received by May 1st. Write to Mr. Chaitanya E. York, Coordinator, State House Station #28, Augusta, ME. 04333 (Tel: (207) 289-3511)

MAINE RURAL REHABILITATION FUND SCHOLARSHIP

Instructions For Prospective Applicants

The Maine Rural Rehabilitation Fund holds the money remaining from a federal grant made to Maine many years ago to aid low income rural families. The money is invested in Farmers Home Administration guaranteed farm loans and the interest income from these loans is available to the Commissioner of Agriculture to use in keeping with the original intent of the grant. Some of the money is used to provide scholarships for young people with a farm or forestry background who can show a financial need to continue their education. These scholarships may be used to help finance any type of higher education including college, vocational school, or trade school. The grants are limited to $500 per year.

REQUIREMENTS TO QUALIFY:

1. Applicants must be Maine citizens with farm or forestry background and meet one or more of the following qualifications:
   a. 50% of family income for past year derived from farm or forestry occupation
   b. Second generation farm or forestry background
   c. Child of a deceased or physically impaired citizen who has been employed in a farm or forestry occupation
2. Applicants must be able to show that a financial need exists to meet the expenses of a higher education.
3. Applicants who are presently enrolled in a post secondary school must have a 2.75 GPA or better.

INSTRUCTIONS:

1. Provide a financial aid form completed by your college, University or school's Financial Aid Office. (*See note below.)
2. Provide copies of the following documents:
   - High school transcript including class rank and grades from final term (if applying as a high school senior).
   - College transcript including grades from spring term (if applying as a college student).
   - Affidavit confirming acceptance at a college (if applying for the first time).

***You should check with staff at your school's Financial Aid Office to make sure that they have all the necessary information to fill out the attached financial aid information sheet. If the school you will be attending does not have a Financial Aid Office, you will be personally responsible for providing complete information regarding your finances.**

NOTE: **ANY APPLICATION NOT TYPED OR WITH INSUFFICIENT INFORMATION WILL NOT BE CONSIDERED FOR FUNDING.**

If you feel that you qualify, request an application from the Maine Rural Rehabilitation Fund Scholarship Committee, Mrs. Ada Cookson, Assistant Coordinator, Department of Agriculture, Food and Rural Resources, State House Station 28, Augusta, ME 04333. Tel: (207) 289-3511.

Applications are mailed each January for the next school year and **MUST BE RECEIVED BY JUNE 15.**

RETURN NO LATER THAN JUNE 15 TO: Tel: (207) 289-3511 1.

Office of the Coordinator
Maine Department of Agriculture
State House Station 28
Augusta, Maine 04333

APPLICATIONS MUST BE TYPED.

MAINE RURAL REHABILITATION FUND SCHOLARSHIP COMMITTEE APPLICATION FOR FINANCIAL AID

Name: _____ Age: _____
(last) (first) (middle)

Social Security No.: _____ Telephone No.: _____

Marital Status _____ No. of Dependents _____

College: _____ Major: _____

College Address: _____

_____

Permanent Home Address: Street: _____

Town: _____ County: _____

State: _____ Zip Code: _____

Date of Birth: _____ Place of Birth: _____

U. S. Citizen: Yes ____ No ____ Permanent Resident: Yes ____ No ____

Secondary School(s) Attended: _____

Year of Graduation: _____ Honors, Prizes, Scholarship (amounts)_____

_____

Major School Activities: _____

_____

If applying as a secondary school senior provide a copy of your high school transcript including final term grades, class rank and grade point average. (Please do not submit until final grades are available.)

College Record: If applying as a currently enrolled college student please provide a transcript of grades including spring semester grades. Include any academic distinctions, honor societies, prizes, etc._____

_____

_____

Extracurricular activities (include student organizations, athletics, others):

_____

_____

25.1

PERSONAL RECORD FOR DEPENDENT STUDENTS

Name of father, stepfather or guardian: (indicate which) _____

_____

Address (if different from student's permanent address): _____

_____ Zip: _____

Type of work: _____ Name of employer: _____

_____

Schools attended and degrees if any: _____

Name of mother, stepmother or guardian (indicate which): _____

_____

Address (if different from student's permanent address): _____

_____ Zip: _____

Type of work: _____ Name of employer: _____

_____

Schools attended and degrees if any: _____

Parents' 1988 Adjusted Gross Income _____

_____ This figure is from completed tax return.

_____ This is an estimated figure.

What is the estimated percent of income generated from farming and/or forestry activity? _____

Additional details of your family situation (include unusual circumstances, expenses, and other pertinent information):

Describe your parent(s) farming and/or forestry activity and indicate if this is a full-time or part-time operation:

Please list your family members living at home: 3.

NAME	AGE	RELATIONSHIP	OCCUPATION

I HEREBY CERTIFY THAT THE INFORMATION REGARDING THIS APPLICATION IS TRUE.

Signature _____ Date _____

Applicant Name: _____

PERSONAL RECORD FOR INDEPENDENT STUDENTS

Name of Spouse: _____

Type of Work: _____ Name of Employer: _____

_____

School Attended and Degrees if any _____

1988 Adjusted Gross Income _____

_____ This figure is from completed tax return.

_____ This is an estimated figure.

What is the estimated percent of income generated from farming and/or forestry activity?_____

Additional details of your family situation (include unusual circumstances, expenses, and other pertinent information):

Describe your parent's(s') farming and/or forestry activity and indicate if this is a full-time or part-time operation:

Please list your family members living at home:

NAME	AGE	RELATIONSHIP	OCCUPATION
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____

I HEREBY CERTIFY THAT THE INFORMATION REGARDING THIS APPLICATION IS TRUE AND ACCURATE.

_____ _____

Signature Date

AUTOBIOGRAPHY

Please tell us about yourself. On a separate sheet of paper write a brief statement of not less than 200 or more than 500 words explaining the impact that farming or forestry related-activities have had on your life. You may want to include such items as your interests outside of school, personal hobbies, difficulties you may have confronted, future plans, special aptitudes or shortcomings, travel, work or school experiences, subjects you would like to study, family history. Do not include information you have already given on the printed form except incidentally or to elaborate on it.

Autobiography must be typed.

Name: _____ S.S.# _____ 6.

Telephone No.: _____

MAINE RURAL REHABILITATION FUND
SCHOLARSHIP COMMITTEE
STUDENT FINANCIAL AID INFORMATION

(to be completed by school Financial Aid Office)

I, _____ give the Financial Aid Office at
(student's signature)

_____ permission to provide the following information for
(name of college)

scholarship assistance for 89-90 academic year:

89-90	Cost of Education (Budget)	_____
	Parents' Contribution	_____
	Student's Contribution/savings	_____
	Student's Expected Summer earnings	_____
Original Need		_____
	Pell Grant	_____
	Supplemental Educational Grant	_____
	Institutional Grant/Scholarship	_____
	Other Scholarships	_____
	Work Study	_____
	Perkins/Institutional Loan	_____
UNMET need before GSL		_____

Past Accumulated Loan Amounts:

Perkins _____ GSL _____

Other _____ Institutional _____

_____ _____

(Signature of Financial Aid Officer) (Date)

NOTE: THIS FORM MUST BE COMPLETED AND RETURNED NO LATER THAN JUNE 15 TO:

Maine Rural Rehabilitation Fund Scholarship Committee
Office of the Coordinator
Maine Department of Agriculture, Food and Rural Resources
State House Station 28
Augusta, Maine 04333
Tel: (207) 289-3511

Previous Action _____
(for coordinators office use only)